

AD-A207 196

4

AFFECTIVE CHANGE AT THE DEFENSE EQUAL  
OPPORTUNITY MANAGEMENT INSTITUTE:  
STUDIES OF ASSESSMENT AND OF SYMBOLIC RACISM

by

William K. Gabrenya, Jr., Ph.D.

School of Psychology  
Florida Institute of Technology  
Melbourne, Florida

for

The Defense Equal Opportunity Management Institute  
Patrick Air Force Base, Florida

United States Army 1988 Summer Faculty  
Research and Engineering Program

Report #: DEOMI-88-2

September 30, 1988

DTIC  
ELECTE  
S 11 APR 1989 D  
E

Approved for public release; distribution is unlimited.

The views, opinions, and/or findings contained in this report are those of the author and should not be construed as an official Department of Defense or Department of the Army position, policy, or decision, unless so designated by other documentation.

# REPORT DOCUMENTATION PAGE

1a. REPORT SECURITY CLASSIFICATION <b>UNCLASSIFIED</b>		1b. RESTRICTIVE MARKINGS	
2a. SECURITY CLASSIFICATION AUTHORITY		3. DISTRIBUTION / AVAILABILITY OF REPORT Approved for public release; distribution is unlimited (Statement A)	
2b. DECLASSIFICATION / DOWNGRADING SCHEDULE			
4. PERFORMING ORGANIZATION REPORT NUMBER(S)  DEOMI-88-2		5. MONITORING ORGANIZATION REPORT NUMBER(S)	
6a. NAME OF PERFORMING ORGANIZATION William Gabrenya Florida Inst. of Tech.	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION  Army Research Office (ARO)	
6c. ADDRESS (City, State, and ZIP Code) School of Psychology Florida Institute of Technology Melbourne, Florida 32901-6988		7b. ADDRESS (City, State, and ZIP Code) Research Triangle Park, NC 27709-2211	
8a. NAME OF FUNDING / SPONSORING ORGANIZATION OASD (FM&P)	8b. OFFICE SYMBOL (If applicable) RM&S	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER  DSAM 80013	
8c. ADDRESS (City, State, and ZIP Code) OASD (FM&P) (RM&S) Pentagon Washington, DC 20301		10. SOURCE OF FUNDING NUMBERS	
		PROGRAM ELEMENT NO. 92198D	PROJECT NO. MP 808
		TASK NO. 1	WORK UNIT ACCESSION NO.
11. TITLE (Include Security Classification) Affective Change at the Defense Equal Opportunity Management Institute: Studies of Assessment and of Symbolic Racism (UNCLASSIFIED)			
12. PERSONAL AUTHOR(S) William K. Gabrenya			
13a. TYPE OF REPORT Final	13b. TIME COVERED 1988 FROM 13 Jun TO 20 Aug	14. DATE OF REPORT (Year, Month, Day) 880930	15. PAGE COUNT 71
16. SUPPLEMENTARY NOTATION Prepared as a part of the Defense Equal Opportunity Management Institute (DEOMI) summer research program in conjunction with OASD, ARO, and Battelle.			
17. COSATI CODES		18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)	
FIELD	GROUP	SUB-GROUP	
05	08		
05	09		
		Equal opportunity; racism; symbolic racism; affect; attitude measurement; affective measurement; training; stereotype.	
19. ABSTRACT (Continue on reverse if necessary and identify by block number) Three studies of affective learning were performed at the Defense Equal Opportunity Management Institute (DEOMI). Study 1 investigated the manner in which DEOMI small-group trainers categorize the non-course-content training objectives of the organization into a typology including "simple behaviors," "complex performance skills," "complex judgment and decision skills," and "attitudes or values." Results indicated that most organizational goals are viewed as attitudes despite the face meaning of the goal statements. Study 2 examined the structure of these noncognitive training goals by performing factor analyses of peer ratings of the goal statements. Findings indicated poor interrater reliability in the peer ratings and a halo effect in which a very large first factor emerged. Two substantive factors--leadership ability and racial prejudice--were also found. Study 3 tested several hypotheses derived from symbolic racism theory. Results <b>CONTINUED ON REVERSE</b>			
20. DISTRIBUTION / AVAILABILITY OF ABSTRACT <input checked="" type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT. <input type="checkbox"/> DTIC USERS		21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED	
22a. NAME OF RESPONSIBLE INDIVIDUAL DEOMI/DE, Lt Col Dansby		22b. TELEPHONE (Include Area Code) (407) 494-2746	22c. OFFICE SYMBOL DE

19. indicated that Whites has overly negative ideas about how they were perceived by Blacks, and that Blacks had more positive own-group stereotypes than did Whites.

Accession For	
NTIS GRA&I	<input checked="checked" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By	
Distribution/	
Availability Codes	
Dist	Avail and/or Special
A-1	

## Abstract

Three studies of affective learning were performed at the Defense Equal Opportunity Management Institute (DEOMI). Study 1 investigated the manner in which DEOMI small-group trainers categorize the non-course-content training objectives of the organization into a typology including "simple behaviors," "complex performance skills," "complex judgment and decision skills," and "attitudes or values." Results indicated that most organizational goals are viewed as attitudes despite the face meaning of the goal statements. Study 2 examined the structure of these noncognitive training goals by performing factor analyses of peer ratings of the goal statements. Findings indicated poor inter-rater reliability in the peer ratings and a halo effect in which a very large first factor emerged. Two substantive factors--leadership ability and racial prejudice--were also found. Study 3 tested several hypotheses derived from symbolic racism theory. DEOMI students expressed their stereotypes on six value dimensions about themselves, Whites, and Blacks, and reported how they felt the other racial group stereotyped their own group. Results indicated that Whites had overly negative ideas about how they were perceived by Blacks, and that Blacks had more positive own-group stereotypes than did Whites. In the final section of the report, the relationship of DEOMI to American society is discussed, and the establishment of a social science laboratory in the organization is suggested.

AFFECTIVE CHANGE AT THE DEFENSE EQUAL  
OPPORTUNITY MANAGEMENT INSTITUTE:  
STUDIES OF ASSESSMENT AND OF SYMBOLIC RACISM

The Defense Equal Opportunity Management Institute (DEOMI) prepares military personnel for assignment as equal opportunity advisors (EOAs). Its 16-week training program includes social science concepts involving racial and ethnic minorities, sex roles, interracial relations, and concrete information on procedures, policies, and behaviors of EOAs. Training generally follows an Instructional System Development (ISD) model with specific learning goals associated with well-delimited blocks of content material. Student progress is periodically assessed through objective tests.

The DEOMI training program diverges from the ISD model in several respects that set it apart from other military training schools and technical training in general. First, the content of the material taught and the explicit goals of the training are not technical. The material is essentially social scientific, thus imprecise and interpretable from multiple perspectives. Training goals are, explicitly, to produce EOAs who will be effective in a difficult, ambiguous, and politically charged environment.

Second, DEOMI is heir to an earlier organization, the Defense Race Relations Institute (DRRI), which was born of racial strife in the 1960s and 1970s (Day, 1983; Hope, 1979; Landis, Hope, & Day, 1984). DRRI was a comparatively activist organization that apparently took strong (its critics claimed radical) positions on race relations in the United States and produced activist students (Hope, 1979). Although few individuals from DRRI remain at DEOMI, an organizational culture has been transmitted that includes implicitly some of the goals and values of DRRI. These implicit goals include a desire to change the racial and sex-role attitudes of DEOMI students and to have a positive impact on racial and gender relations in the military and, indirectly, American society as a whole.

Third, much of students' time at DEOMI is spent in small-group interaction in which issues such as the content of didactic lectures and the students' intellectual and emotional responses to this material and to each other are discussed. These groups of about 14 students each are purposely mixed in race/ethnicity, sex, military Service, and rank. Interaction among group members is frequently emotionally charged and lasts for as much as 10 to 12 hours per day. The explicit goals of the training groups are to enhance students' understanding and awareness of interracial

and intersexual interactions and to make them aware of their own feelings, the ultimate goal of which is change in behavior towards others. Hope (1979) and others have commented that the group interaction portion of the training program is a nearly ideal atmosphere for developing positive intergroup attitudes based on the large literature on the "contact hypothesis" (e.g., Stephan, 1985). Hence, the groups also contribute to attainment of the implicit goals of the organization, which include change in attitudes.

These deviations on the part of the DEOMI 16-week training program from a basic ISD model have interesting and potentially important implications for assessment of student progress. At the simplest level, assessment of the content of social science concepts through objective testing is never wholly satisfactory since the complex and creative application of this material to novel and real-world contexts is often more important than memorization of terms and theories. This assessment dilemma is faced on a regular basis by academicians in the social and behavioral sciences and the humanities.

More problematically, many of the EOA skills or characteristics that graduates of the program must bring to the field fall outside of the social science material taught in lectures or assessed on tests and the EOA procedural information communicated during "Service specific" training. Some of the skills needed include interpersonal interaction skills, political adroitness, ability to work in a potentially socially isolated situation, writing and speaking ability, objectivity, and leadership skills. A successful EOA would also need characteristics or traits that are frequently viewed as "personality" by psychologists, such as patience, social sensitivity, tact, self-confidence, attitude-behavior consistency, warmth, extraversion, open-mindedness, and honesty. In addition to these skills and traits, it is assumed by many DEOMI staff members that belief in equal opportunity in the military and in the EOA program and active antidiscriminatory behavior are necessary for successful performance of the EOA assignment. Some of these skills and traits cannot reasonably be trained or changed within a 16-week span of time, although most can be assessed. However, assessment of behavioral skills and interpersonal traits is more complex and less precise than "cognitive" testing of course content material, and less easily gradable on a traditional A-B-C-D-F system. In contrast to skills and traits, equal opportunity attitudes and related racial and sexual attitudes can be expected to change in response to the powerful forces of the training program, particularly the small-group environment, but their measurement is particularly problematic. The prevailing social norms, pressures toward conformity, and considerable penalties for failure to complete the training program produce strong evaluation apprehension and demand characteristics that make self-report of attitudes and beliefs difficult to interpret.

In light of these characteristics of DEOMI training and the EOA assignment, a distinction is made within DEOMI between two domains of learning. Learning that includes knowledge of social science concepts and EOA procedures is termed "cognitive." "Affective learning" includes the universe of characteristics students are expected to acquire at DEOMI excluding the cognitive learning set. (Issues concerning the definition and content of "affective" learning are discussed in a later section.)

Cognitive learning is assessed through a testing program administered by the Directorate of Research and Evaluation using objective tests, and appears to be psychometrically satisfactory and accepted by the organization. However, staff members in DEOMI, especially its Directorate of Research and Evaluation, have recognized the disparity between its assessment procedures and the overall set of skills, traits, and attitudes that characterize an effective EOA. This disparity is mainly in the affective domain of learning, and may be an important issue since at least one study of DRRI found no relationship between cognitive learning test scores and subsequent field performance (see Fiman, 1978). A limited portion of the affective learning set is assessed through repeated small-group trainer ratings on a behaviorally anchored rating scale (BARS)-like instrument termed the Interpersonal Skills Development (ISD) form. The ISD was designed to tap three sets of affects: professionalism (military discipline, personal grooming, etc.), group interaction skills (active participation in small-group interaction), and intergroup behavior (exhibiting non- and antidiscriminatory behavior).

There are several problems with the ISD that limit its value as an affective measurement device. First, it taps a limited domain of the goals that the organization labels "affective." Second, it employs unreliable rating methods that are not sufficiently precise for grading on a traditional A-B-C system. Third, it is currently used more as a motivational device than a rating instrument. Trainers may assign artificially depressed ratings early in the training program in order to give steadily increasing ratings as progress is made through the program. Current rules require that a student who falls 2 or more points on the 7-point scale within any rating period must appear before a review board, placing additional pressure on raters to impose an artificial monotonically increasing function on the ratings.

A narrow portion of the affective learning set has been examined in previous evaluation studies of DEOMI and DRRI. Several studies have consistently found a reduction in racism among DEOMI and DRRI students over the course of the training programs using traditional face-valid instruments (Landis et al., 1984; see also Fiman, 1978; Hiett & Nordlie, 1978).

The potentially great breadth of the affective learning domain has prompted DEOMI to attempt to determine its content and delineate the extent to which various portions of the domain should be trained and/or assessed in the training program. A contract was let to Kinton, Inc., in the mid-1980s to perform a job/task analysis and training needs assessment of EOAs in the field in order to determine whether or not changes in the 16-week training program should be made to accommodate field conditions. One part of this job analysis included the affective domain. Lists of EOA competencies were compiled through interviews with EOAs and their commanders and questionnaires mailed to EOAs. Two sets of competencies were identified: skills and "sensitivities." The skills set included both cognitive and affective characteristics (see Table 1). Simple technical skills (e.g., use of audio-visual equipment) are represented, as well as complex interpersonal skills (e.g., counseling skills) and personality trait-like characteristics (e.g., intellectual versatility). The sensitivities inventory (occasionally termed "attitudes-opinions-beliefs") also was a heterogeneous set, including simple knowledge items, interpersonal skills, complex judgments, personality traits, and attitudes (see Table 2). The semantic ambiguity of the word "sensitivity" tends to cloud the interpretation of these items. A considerable overlap can be seen between the nontechnical content of the skills inventory and the items in the sensitivities inventory.

These two inventories represent "emic" data: they are based on what commanders and EOAs thought were important characteristics for performance of the EOA assignment. An "etic" analysis of these characteristics was not performed by Kinton. That is, the characteristics of the EOAs were not assessed and then compared to reliable job performance criteria. The absence of such an analysis represents a serious problem in training and assessment in the DEOMI training program.

Further analysis of the sensitivities, which have become synonymous with affective learning within DEOMI, was performed in-house by the Directorate of Curriculum. The Krathwohl hierarchy of affective learning was applied to the list to prioritize the items for training purposes. Table 3 includes the sensitivities as they have been clustered into larger sets by Kinton and by DEOMI. The Directorate of Curriculum's Krathwohl ratings are included; items with no ratings were judged irrelevant to DEOMI training. Also included in Table 3 are the mean importance ratings obtained in Kinton's job analysis. The values are indexes based on frequency of Army and Air Force respondent endorsement ratings compiled by Kinton but of unclear origin. In cases where several sensitivities have been combined, the average of the indexes is given. Since Kinton presented frequency data for only the top 20 sensitivities, some data are missing. Correlations calculated for this report between the Army and Air Force indexes revealed high agreement between the Services within the restricted range of the sensitivities for which data were



Table 1.

Equal Opportunity Advisor Skills Inventory Compiled by Kinton, Inc.

ID	
Number	Skill
05	Intellectual versatility (unbiased judgment abilities)
06	Relationship versatility (interpersonal adaptiveness)
07	Group process/feedback skills
08	Counseling skills
11	Negotiating skills
12	Objective preparation skills
13	Planning/organization skills
14	Leadership skills
15	Research skills
16	Questioning/Verifying skill
17	Records management/administration skills
18	Data reduction skills
19	Futuring (projecting) skills
20	Presentation skills
21	Writing skills
22	A/V skills
23	EO program promotion/marketing skills
24	Effective listening skills
25	Decision making/problem solving skills
26	Facilitating/advising skills
27	Resource management/budgeting skills
29	Coping/self-presentation/stress management skills
30	Influencing/motivating/persuading skills
37	Interpreting/translating regulations/policies/needs into action plans
46	Skills in reviewing/analyzing/assessing local needs
54	Networking skills
61	Skills in assessing nonverbal communication
65	Assessing/advising clients on consequences of actions

Table 2.

Equal Opportunity Advisor Sensitivity Inventory Compiled by Kinton, Inc.

ID	
Number	Sensitivity
01	Sensitive to Role/function of EO Programs in the military/chain of command
02	Belief in/commitment to EO program
03	Belief in EO principles
05	Sensitive to balance of limitations and needs of program
07	Awareness that integrity of program must be maintained/monitored
08	Awareness of stereotypes of EO programs
09	Sensitive to role of budget in program success
11	Sensitive to need to maintain current data
21	Sensitive to mission of command/unit
22	Belief in military system/Chain of Command
25	Sensitive to military expectations/limitations
26	Sensitive to climate of command/unit
27	Sensitive to needs/preferences of commander
28	Sensitive to needs of unit personnel
29	Sensitive to commander's resistance to program
30	Sensitive to need for problem-solving at lowest level in chain of command
32	Sensitive to need to sell program
33	Belief in competency of other agencies
35	Awareness of EO assignment as enhancement to military career
37	Awareness of military and civilian attitudes
44	Awareness of impact of EOA's rank on program reception/support
38	Sensitive to need for command/Commander support for program success
40	Sensitive to role of key people in program success
42	Impact of complaints on command/Cdr
43	Sensitive to commander's style/personality
46	Sensitive to cultural/off-base influences (CONUS/OCONUS)
47	Sensitive to cultural differences overseas
48	Sensitive to US-KATUSA relationships (Korea)
56	Patience
57	Supportiveness
58	Concern, caring
59	Avoidance of personal agenda/ownership
60	Healthy skepticism (balance bleeding heart vs. cynicism)
61	Openness, honesty
62	Sensitive to need for timeliness of actions
63/98	Walk what you talk; Consistency of behavior and belief
64	Ability to assign responsibility
65	Adherence to regulation/ fact/ letter of the law
66	Sensitivity to others
67	Sensitive to cultural/ethnic/gender/age differences
68	Sensitive to needs of complainants
69	Sensitive to needs of families
70	Fair/neutral
71	Sensitive to remaining objective to both sides
72	Supportive of client as member of military
73	Sensitive to resistance of group members n classes
74	Awareness of client's past performance
75	Open-minded

## Affective Change

76	Positive self-image, self-confidence
77	Positive first impression, appearance
78	Courage
79	Assertive leadership
80	Integrity
81	Diplomacy/tact
82/97	Enthusiasm/ positive attitude
83	Empathy not sympathy
85	Flexibility
86	Common sense/maturity
87	Persuasion
88	Awareness of impact of actions/words
89	Willingness to grow/to take risks
90	Proactive vs. reactive
91	Creativity/innovativeness/versatility
92	Vision/awareness
94	Effective
95	Accurate/factual
96	Efficiency/persistency/reliability/follow-through
98	Consistency of behavior and belief
99	Sensitive to Importance of individual effort
101	Pride/quality control
102	Task-oriented
104	Accessible/approachable
105	Humility

---

Table 3.

Kinton sensitivity data: Krathwohl ratings and results of field survey.

ID Number	Krathwohl Level	<u>Kinton Survey</u>		Name
		Army	Air Force	
01	2.3	.29	.34	Role/function of EO Programs in the military/chain of command
02/ 03	3.1	.84	.92	Belief in EO principles/commitment to EO program
05	2.2	.43	.49	Balance of limitations and needs of program
07/ 11	2.1	-	-	Need for maintaining/monitoring integrity, current data/progress in program
09	1.3	-	-	Role of budget in program success
22	-	.42	.53	Belief in military system/Chain of Command
25	-	-	-	Military expectations/limitations
21	-	.88	.70	Mission of command/unit
26	2.2	-	-	Climate of command/unit
28	3.1	-	-	Needs of unit personnel
27/ 29/ 38	2.1	.40	.40	Commanding Officer's style/ personality/ resistance; and need for CO's support for program success
30	3.1	-	-	Need for problem-solving at lowest level in chain of command
33	-	-	-	Belief in competency of other agencies
35	2.1	-	-	Awareness of EO assignment as enhancement to military career
37/ 44	2.2	-	-	Awareness of impact of EOA's rank on program reception/support
40	3.1	-	-	Role of key people in program success
42	-	-	-	Impact of complaints on command/Cdr
46	2.1	-	-	Cultural/off-base influences (CONUS/OCONUS)
47	-	-	-	Cultural differences overseas
48	-	-	-	US-KAT/USA relationships (Korea)
56/57/58	3.1	.30	.30	Supportiveness/concern, caring, patience
60/83	2.3	-	.30	Healthy scepticism/empathy vs. sympathy
62	-	-	-	Need for timeliness of actions
65	-	-	.30	Adherence to regulation/ fact/ letter of the law
67	3.2	.70	-	Cultural/ethnic/gender/age differences
68/66	3.2	-	.40	Needs of complainants/others, including women
69	2.1	-	-	Needs of families
70/59/61/64/71/75	3.1	.60	.80	Objectivity/fairness/ openness/ avoidance of personal agenda
72	-	-	-	Supportive of client as member of military
73	2.1	-	-	Sensitive to resistance of group members in classes
74	-	-	-	Awareness of client's past performance
94/95/ 96/99	3.1	.20	.40	Sense of pride in work/ efficiency/ effectiveness/ accuracy/ reliability
76/77/100/103	2.3	.40	.40	Positive self image, first impression/ professionalism
78/ 79	2.3	-	-	Assertive leadership
80/63/98/105	-	-	-	Integrity/ consistency of behavior & belief/"walk what you talk"/humility
81/ 85	2.3	.30	.20	Diplomacy/tact/flexibility
82/ 97	2.3	.80	.70	Enthusiasm/ positive attitude
86	-	-	-	Common sense/maturity

## Affective Change

88	3.1	-	-	Awareness of impact of actions/words
90/ 87/ 89	3.1	-	-	Proactive/persuasive/willing to grow, take risks
91/ 92	2.2	.20	-	Creativity/versatility/vision

---

available,  $r(10) = .87$ , etc. Moderate agreement was evidenced between the Directorate of Curriculum's Krathwohl ratings and the Kinton Army and Air Force indexes,  $rs(10) = .49$  and  $.46$ . No progress on assessment of the sensitivities or of affective learning in general had been made up to summer 1988.

The present paper presents a series of studies that examine affective measurement at DEOMI and several theoretical issues concerning affective variables. In the first section I outline a procedure for the development of affective measures, and I report two studies that carry out part of this program. In the second part, I report a study (within the military context) of a currently strongly debated issue in interracial relations: symbolic racism. A fourth project involving a pilot study of the structure of the small training groups is not reported in this document.

## PART I. AFFECTIVE MEASUREMENT TECHNOLOGY

Analysis of the Kinton job analysis project and discussions with DEOMI staff members from several directorates indicated that affective measurement techniques cannot be developed until the constructs to be assessed are carefully delineated, preferably within a theoretical framework and in conjunction with empirical information. I propose a four-step process for developing affective measures that begins with such an organization and ends with a criterion-based evaluation of the measurement devices' validities. These steps include:

1. Determine the types of affects to be trained and assessed.
2. Determine the psychological structure (domains) of relevant affects.
3. Determine the time in DEOMI training when each affect should be measured.
4. Develop measures for each Type X Domain affect.
5. Perform validity and reliability analyses.

### Affective Types

As noted above, the term "affect" is used in common parlance within DEOMI to refer to noncognitive learning. Examination of the sensitivities list (Table 2) illustrates the breadth of this usage, and the word "sensitivities" contributes to the ambiguity of the meanings of the items in the list. This usage of affect differs from most psychological usage. Normally, affect includes four phenomena: evaluation, mood, emotion, and attitude (Spielman, Pratto, & Bargh, 1988). Evaluations are simple positive or negative responses; attitudes are evaluations that are tied to cognitive structures usually of some duration; moods are general feeling states; and emotions are more focused and intense feeling states of shorter duration than moods. To the extent that the sensitivities list in Table 2 represents training goals

of the organization, the use of "affect" to describe them is clearly misleading. The first step toward developing an affective measurement technology should be to clearly delineate the types of constructs being assessed.

Types of affects refers to the type of learning or the expected outcome for the affect. Some affects or sensitivities identified by Kinton are literally affective in the sense of attitude, evaluation, or emotion, while others involve the ability to make complex judgments, perform complex behaviors, or be characterized by a particular interpersonal personality trait. Types of affect differ in their preferred measurement method. Development of a typology of affects (used loosely) should be performed jointly by individuals in DEOMI who can represent the goals of the organization and social scientists or evaluation experts who can impose formal theoretical conceptions on the typology. In the present study, described below, consultation with resident staff and a formal questionnaire survey were performed to attempt to delineate the types of affective learning desired at DEOMI. From the outset, four types of "affect" were hypothesized: attitudes and values, complex behaviors, complex judgments, and personality. In addition, it was assumed that at least some of the sensitivities identified by Kinton fall into categories that are not considered affective within the organization: knowledge and simple behavior.

#### Affective Domains

Psychological structure of affects refers to the factor structure of the identified affects. Kinton and DEOMI have combined some sensitivities into larger sets based on various criteria even though they appear to be unrelated, while other seemingly related sensitivities appear individually (see Table 3). Further, the sensitivities list of affects may well be incomplete. Prior to developing measurement instruments, an attempt should be made to use an empirical method to determine the dimensions of affects that are relevant to DEOMI training and the overall complexity of the affective domain.

#### Timing of Assessment

In contrast to the Interpersonal Skills Development (ISD) evaluation procedure, single assessments should be performed for most affects in the interest of efficiency and possibly protecting the integrity of the measurement device. A retest procedure would have to be developed to accommodate students who fail affect tests. Classification of affects by type, domain, and time will yield a 3-way classification within which measurement devices can be developed.

## Developing Measures

An example of some measurement strategies for various types of affect include:

Attitude. Use trainer ratings that have been validated with peer ratings. Consider development of a response-bias-adjusted self-report measure as a concurrent validity check on trainer ratings.

Simple and complex behavior. Use simulations with trainer ratings. Simulations should be designed with input from EOAs in the field.

Knowledge and complex judgment. Use paper-and-pencil scenarios with multiple choice answers. Each scenario could involve multiple choice points with corresponding questions to be answered by the student. Scenarios and accompanying questions should be designed with input from EOAs in the field.

Personality. Consider trait measures at screening level. With the possible exceptions of self-esteem, chronic mood (i.e., dysthymia), and interpersonal skills, personality may be outside the purview of DEOMI.

## Validation

The final step in the development of affective measurement techniques (or the middle step if the process is viewed properly as an iterative one) is to validate the measures against field performance criteria. The internal consistency reliabilities should be determined within Domain X Type categories. Interrater reliability must be determined, and test-retest reliability for affects that are assessed more than once should be examined.

### Study 1: Affect Typology

Study 1 used a questionnaire survey methodology to determine how DEOMI staff conceptualize each of the Kinton sensitivities. The sensitivities were used as the basis for the overall set of affective learning goals because of their prominence in the Directorate of Curriculum's (DC) work with an outside contractor in revising the training program. The Kinton sensitivities list is essentially driving all work with affective learning and measurement at this time. Consultation with DC and other staff members resulted in the following typology on which the questionnaire study was based:

Simple behaviors. Behaviors that are easy to perform correctly given sufficient willingness or motivation.

Complex performance skills. These are behaviors that can be difficult and complicated to perform, particularly for people who lack the required skills. Deciding that the



behavior should be performed may be easy, but the actual performance of it may be difficult.

Complex judgment and decision skills. Includes both knowledge and the way it is used to make decisions. May involve taking single or multiple sets of information into account, considering multiple points of view, and having a thorough understanding of the consequences of various actions in various situations. The emphasis here is not on the adequate performance of the behavior that results from the judgment, but rather on the adequate choice of the proper behavior to perform.

Attitudes, values. Attitudes are evaluations of things, including people, objects, or behaviors. Values are general, basic attitudes concerning ways of living.

Personality. Interpersonal traits and other individual difference variables, such as warmth, creativity, and intelligence.

## Method

In Study 1, small-group trainers were asked to report the extent to which the sensitivities implied four training goals: complex judgments, complex performance skills, simple behaviors, or knowledge. Eleven current and former trainers participated in the study. Each trainer was given a list of approximately one half of a set of 73 sensitivities, and was asked to decide for each sensitivity whether or not it implied any or all of each of the four training goals. A simple response scale was employed in which the participants indicated for each sensitivity-goal combination whether the goal applied to the sensitivity, might apply, or did not apply. "Don't know" responses were also allowed. Respondents could, if they wished, place particular sensitivities into all four categories or into none of the categories. In addition to rating each sensitivity on its training goal(s), participants were asked to indicate whether or not the sensitivity is observable among students while they are at DEOMI, if it is an important goal, and if it is currently or should be trained at DEOMI. Appendix A includes a complete questionnaire; each trainer received randomly two of the four pages of sensitivity lists.

## Results

Table 4 reports mean values for each sensitivity on each training goal variable, where "yes" was coded as a value of 2, "maybe" as 1, and "no" as 0. Because of the small sample size, inferential statistics were not calculated using respondents as the unit of analysis. Examination of Table 4 indicates that most sensitivities were viewed as meeting more than one training goal. Seventy-six percent of the sensitivities had means greater than

# Affective Change

Table 4.

Trainer ratings of Kinton sensitivities on 7 scales.

ID #	Training Goal				Other Scales			
	A	B	C	D	E	F	G	
1	1.4	1.4	1.6	2.2	1.6	2.3	2.8	Sensitive to Role/function of EO Programs in the military/chain of command
2	1.8	1.8	2.0	2.4	2.0	2.4	2.8	Belief in/commitment to EO program
3	1.4	2.2	2.4	3.0	1.8	2.8	2.6	Belief in EO principles
5	1.6	2.0	2.3	3.0	1.8	2.0	2.0	Sensitive to balance of limitations and needs of program
7	1.6	2.0	2.0	2.3	2.0	2.8	2.0	Awareness that integrity of program must be maintained/monitored
8	1.6	1.4	2.3	3.0	2.0	2.8	2.8	Awareness of stereotypes of EO programs
9	1.5	2.0	2.4	1.8	1.4	2.4	2.4	Sensitive to role of budget in program success
11	1.8	1.8	2.8	2.2	1.8	2.4	3.0	Sensitive to need to maintain current data
21	1.4	1.4	2.3	3.0	1.8	2.6	2.6	Sensitive to mission of command/unit
22	1.6	1.6	1.8	3.0	1.8	2.8	2.8	Belief in military system/Chain of Command
25	1.4	1.4	2.4	2.8	2.0	2.6	2.5	Sensitive to military expectations/limitations
26	1.4	1.4	2.6	2.6	2.0	2.4	2.6	Sensitive to climate of command/unit
27	1.2	1.2	2.5	2.5	1.5	2.8	2.6	Sensitive to needs/preferences of commander
28	1.0	1.0	2.2	2.4	1.8	2.8	2.6	Sensitive to needs of unit personnel
29	1.4	1.4	2.0	2.2	1.6	2.4	2.8	Sensitive to commander's resistance to program
30	1.4	1.6	2.0	1.8	1.3	2.0	2.4	Sensitive to need for problem-solving at lowest level in chain of command
32	1.5	1.6	2.2	2.2	1.4	2.0	2.6	Sensitive to need to sell program
33	1.5	1.6	2	2.2	1.2	1.8	2.3	Belief in competency of other agencies
35	1.0	1.6	1.4	1.8	2.0	1.8	2.4	Awareness of EO assignment as enhancement to military career
37	1.0	1.6	1.4	2.0	2.3	3.0	2.8	Awareness of military and civilian attitudes
44	1.0	1.6	2.6	2.2	2.0	2.4	2.8	Awareness of impact of EOA's rank on program reception/support
38	1.2	1.8	2.2	2.2	2.2	2.8	2.8	Sensitive to need for command/Commander support for program success
40	1.0	1.8	2.2	2.0	2.3	2.2	2.4	Sensitive to role of key people in program success
42	1.0	2.0	2.2	1.8	2.0	2.6	2.6	Impact of complaints on command/Cdr
43	1.4	1.5	2.2	1.8	1.8	3.0	2.4	Sensitive to commander's style/personality

# Affective Change

46	1.0	1.4	1.8	2.2	1.5	2.8	2.2	Sensitive to cultural/off-base influences (CONUS/OCONUS)
47	1.0	1.4	1.8	2.2	2.0	2.8	2.4	Sensitive to cultural differences overseas
48	1.0	1.4	1.8	2.2	1.0	2.2	1.3	Sensitive to US-KATUSA relationships (Korea)
56	1.4	2.0	1.8	2.2	2.4	2.8	1.5	Patience
57	1.4	1.4	1.8	2.6	2.4	2.8	1.5	Supportiveness
58	1.0	1.8	1.4	3.0	2.8	2.8	1.4	Concern, caring
59	1.0	1.0	1.5	2.5	3.0	3.0	2.5	Avoidance of personal agenda/ownership
60	1.0	2.2	1.4	2.6	2.2	2.2	1.7	Healthy skepticism (balance bleeding heart vs. cynicism)
61	1.5	2.0	1.8	2.6	2.8	2.8	2.4	Openness, honesty
62	1.8	1.5	2.0	1.8	2.6	2.8	2.6	Sensitive to need for timeliness of actions
63/98	1.5	2.5	2.2	2.6	2.8	2.8	2.8	Walk what you talk; Consistency of behavior and belief
64	1.5	1.9	2.4	1.9	2.1	2.8	1.6	Ability to assign responsibility
65	2.7	1.6	1.8	2.5	2.6	2.9	2.1	Adherence to regulation/ fact/ letter of the law
66	1.7	2.1	2.0	2.8	2.9	2.9	3.0	Sensitivity to others
67	1.7	2.3	2.2	2.7	2.9	2.9	3.0	Sensitive to cultural/ ethnic/ gender/ age differences
68	1.7	2.6	2.1	2.7	2.6	2.9	3.0	Sensitive to needs of complainants
69	1.9	2.0	2.4	2.7	2.2	2.6	2.0	Sensitive to needs of families
70	2.0	2.0	2.5	2.8	2.4	2.9	2.7	Fair/neutral
71	1.9	2.0	2.6	2.6	2.4	2.9	3.0	Sensitive to remaining objective to both sides
72	2.3	1.8	2.7	2.5	2.4	2.8	3.0	Supportive of client as member of military
73	1.6	1.7	2.1	2.4	2.8	2.6	3.0	Sensitive to resistance of group members n classes
74	1.4	1.7	2.1	2.7	1.6	2.3	1.6	Awareness of client's past performance
75	1.5	2.0	2.3	2.7	2.3	2.7	2.6	Open-minded
76	1.6	2.0	2.4	2.5	2.4	2.7	2.0	Positive self-image, self-confidence
77	2.3	2.1	2.3	2.6	2.9	2.7	2.6	Positive first impression, appearance
78	1.5	2.3	2.7	2.4	2.2	2.7	2.1	Courage
79	1.4	2.3	2.7	2.7	2.6	2.7	2.7	Assertive leadership
80	1.4	2.2	2.3	2.6	2.7	2.9	2.5	Integrity
81	1.7	2.1	1.9	2.5	2.8	2.9	2.3	Diplomacy/tact
82/97	1.8	1.8	2.0	2.8	2.7	2.7	2.2	Enthusiasm/ positive attitude
83	1.6	2.0	2.0	2.4	2.6	2.8	2.4	Empathy not sympathy
85	2.0	1.4	1.2	2.3	3.0	3.0	1.5	Flexibility
86	2.2	1.8	1.2	2.0	2.5	3.0	1.5	Common sense/maturity
87	1.2	2.8	2.4	1.3	2.8	2.8	2.5	Persuasion
88	1.4	2.2	2.0	2.2	2.8	2.6	2.6	Awareness of impact of actions/words
89	1.2	2.2	2.0	2.6	2.6	2.8	2.2	Willingness to grow/to take risks
90	1.4	1.8	2.6	1.8	2.2	2.4	2.4	Proactive vs. reactive
91	1.2	1.4	2.2	2.3	2.0	2.4	1.8	Creativity/ innovativeness/ versatility
92	1.6	1.8	2.0	2.8	1.8	1.8	2.0	Vision/awareness

# Affective Change

94	1.6	2.3	2.0	2.2	2.0	2.2	2.4	Effective
95	2.2	1.3	1.8	1.8	2.2	2.8	2.2	Accurate/factual
96	1.6	1.8	2.0	2.2	2.0	2.6	1.8	Efficiency/persistency/ reliability/ follow-through
98	1.4	2.2	2.0	2.2	2.4	2.8	2.4	Consistency of behavior and belief
99	2.2	2.0	1.8	2.4	2.8	2.8	2.4	Sensitive to Importance of individual effort
101	1.2	2.0	2.4	2.8	2.2	2.4	1.8	Pride/quality control
102	2.6	2.8	2.0	1.6	2.8	2.6	2.4	Task-oriented
104	2.8	2.2	1.8	2.3	2.4	2.4	2.4	Accessible/approachable
105	2.6	2.2	2	2.3	1.8	2.0	1.8	Humility
Mean	1.55	1.84	2.08	2.38	2.21	2.61	2.36	
S.D.	.43	.38	.36	.38	.48	.31	.45	
#	A	B	C	D	E	F	G	

Note. Column labels: A: Simple Behavior; B: Complex Behavioral Skill; C: Complex Judgments; D: Attitudes, Values; E: Observable at DEOMI; F: Importance; G: Should/do train at DEOMI. Values are means, where 3=yes, 2=maybe, 1=no. Ns are 4 to 7.

or equal to 2.0 on two or more categories. A one-way repeated measures analysis of variance (ANOVA) in which the 73 sensitivities were treated as cases and the four training goal rating categories as repeated measures supported this observation,  $F(3, 216)=67.5$ ,  $p<.001$ . The attitudes/values rating was most strongly endorsed for most of the sensitivities (74 percent of the sensitivities were rated most highly, including ties, on the attitudes/values category.)

Examination of the individual sensitivities reveals that some items were rated in a counterintuitive manner. For example, Item 8 "Awareness of stereotypes of EO programs," was unanimously endorsed for the attitude/value category and Item 105, "Accessible/approachable," for the simple behavior category. Table 5, organized by goals, presents the sensitivities that tended to be categorized clearly into a particular training goal. In this table some of the anomalies of the rating results are clearly visible.

Tables 4 and 5 also include mean ratings for the three ancillary ratings: observability, importance, and should train at DEOMI. Correlational analyses among the seven ratings over the 70 items revealed positive correlations between complex behavioral skill and observability ( $r=.43$ ), complex judgments and should train ( $r=.40$ ), and importance and observability ( $r=.60$ ). Sensitivities rated more highly as complex behavioral skills were also thought to be more observable, those rated as complex judgments were seen as things DEOMI should (or does) train, and important sensitivities were believed to be more observable.

### Discussion

These findings point to the overall ambiguity of the Kinton sensitivities. It appears that respondents in this study either accepted the organization's view of the sensitivities as affective entities or were influenced by their ambiguous wording, particularly the word "sensitivity." It is also possible that the descriptions of the training goal categories were inadequate or poorly understood.

At the basis of the ambiguity in the sensitivities is the lack of a model describing how each one develops and is related to performance. Straightforward questions often addressed in the Industrial Psychology literature, such as the relationship between attitudes and performance, need to be researched, and those findings should be used to develop affective training goals and assessments. For example, an interesting and recurring question is whether or not EOAs need be racially unbiased or believe in the goals of equal opportunity. On the one hand, consistent with military practices, some DEOMI staff believe that "true belief" is irrelevant, that a good soldier does what is expected of him or her. This idea is consistent with the current management emphasis in DEOMI training and the explicit DEOMI goal of chang-

# Affective Change

Table 5.

Trainer ratings of Kinton sensitivities organized by training goal preference.

Item #	Training Goal							
	A	B	C	D	E	F	G	
Simple Behavior								
104	2.8	2.2	1.8	2.3	2.4	2.4	2.4	Accessible/approachable
Complex behavioral skill								
102	2.6	2.8	2.0	1.6	2.8	2.6	2.4	Task-oriented
Complex Judgment								
11	1.8	1.8	2.8	2.2	1.8	2.4	3	Sensitive to need to maintain current data
90	1.4	1.8	2.6	1.8	2.2	2.4	2.4	Proactive vs. reactive
Affect/Value								
1	1.4	1.4	1.6	2.2	1.6	2.3	2.8	Sensitive to Role/function of EO Programs in the military/chain of command
3	1.4	2.2	2.4	3.0	1.8	2.8	2.6	Belief in EO principles
5	1.6	2	2.3	3.0	1.8	2.0	2.0	Sensitive to balance of limitations and needs of program
8	1.6	1.4	2.3	3.0	2.0	2.8	2.8	Awareness of stereotypes of EO programs
21	1.4	1.4	2.3	3.0	1.8	2.6	2.6	Sensitive to mission of command/unit
22	1.6	1.6	1.8	3.0	1.8	2.8	2.8	Belief in military system/Chain of Command
25	1.4	1.4	2.4	2.8	2.0	2.6	2.5	Sensitive to military expectations/limitations
57	1.4	1.4	1.8	2.6	2.4	2.8	1.5	Supportiveness
58	1.0	1.8	1.4	3.0	2.8	2.8	1.4	Concern, caring
59	1.0	1.0	1.5	2.5	3.0	3.0	2.5	Avoidance of personal agenda/ownership
66	1.7	2.1	2.0	2.8	2.9	2.9	3.0	Sensitivity to others
74	1.4	1.7	2.1	2.7	1.6	2.3	1.6	Awareness of client's past performance
92	1.6	1.8	2.0	2.8	1.8	1.8	2.0	Vision/awareness
#	A	B	C	D	E	F	G	

**Note.** Column labels: A: Simple Behavior; B: Complex Behavioral Skill; C: Complex Judgments; D: Attitudes, Values; E: Observable at DEOMI; F: Importance; G: Should/do train at DEOMI. Values are means, where 3=yes, 2=maybe, 1=no. Ns range from 4 to 7.

ing students' behaviors. On the other hand, some DEOMI staff feel that good EOAs must believe in what they are doing and enjoy their work and that less prejudiced individuals will be more effective than more prejudiced individuals. This approach is consistent with the implicit goals of the organization discussed above.

Future research on the desired affective (again, used loosely) characteristics of EOAs should be model- or theory-driven rather than data driven. A model-driven approach would develop models of the relationships between various personal characteristics of EOAs and test them using performance criteria. This approach is explicitly "etic" in that it does not assume that EOAs themselves know what determines their performance. It also goes beyond purely empirical list-making, as was apparently employed in the development of the sensitivities.

### Study 2: Peer Evaluations

The second study served several purposes. It was primarily designed to carry out the second step in developing affective measurement techniques: determining the domain or factor structure of the sensitivities. Of three potential methods of obtaining sensitivity ratings of a sample of students--trainer ratings, self-ratings, and peer ratings--the latter was chosen. Secondary uses of these data were to investigate the reliability of the peer evaluation method and to obtain sensitivity ratings that could be employed in correlational analyses in Study 3 reported below.

Peer assessment shows reasonably high validity and reliability, particularly among military personnel (Kane & Lawler, 1978). Kane and Lawler (p. 556) note three conditions needed for adequate peer assessment:

1. The existence of peer groups whose members are afforded unique views of salient aspects of each other's behavior;
2. The existence of peer groups whose members are capable of accurately perceiving and interpreting the salient aspects of each other's behavior;
3. A perceived need to improve the effectiveness with which some characteristic or characteristics of peer group members are being assessed.

Within their small groups, DEOMI students can be expected to know their colleagues as well or better than they are known by the trainers, particularly since students have a wider range of behavioral information about other students than do the trainers. Informal reports from students indicated that they feel they know more about the "true feelings" of other students than the train-

ers, suggesting that peer assessment may be more precise than trainer-based judgments. Hunter & Hunter (1984) note that peer ratings are the best predictors of supervisor's ratings, pointing to one type of evidence for the validity of the method. Brief (1980) suggested that under two conditions peer assessment should not be used: when group members do not trust each other, and when the group functions in a competitive reward system. Given the comments above about the nature of DEOMI training groups, neither of these conditions appears to predominate in them.

### Method

Participants. All students in the 88-2 (second class of 1988) 16-week training program were asked to complete questionnaires for this study and Study 3 (reported below). The original class size was 96, of whom 93 remained at the time of the study. Usable questionnaires were received from 72 students, a 75% response rate.

Instrument. The peer rating exercise included 64 items: 42 sensitivity items, 9 items from the ISD, and 13 additional items. The 42 sensitivity items were chosen partly on the basis of trainer responses in Study 1. Trainer ratings on the Observability, Importance, and Should Train variables were averaged, and items with average values of about 2.4 on the 1-3 scale were included if they appeared to be characteristics that students might be able to observe in each other. A few sensitivity items receiving average scores less than 2.4 were also included because they appeared useful to this study or Study 3.

ISD items from Parts 2 (group interaction; 5 items) and 3 (discrimination; 4 items) were included by rephrasing their descriptions in the ISD rating form. All students had been given a document that contained ISD descriptions and behavioral criteria for ratings entitled, "Student Guide to Interpersonal Skills Development," early in the course and were familiar with the ISD items.

Additional items included in the peer rating exercise included:

- A. Racially prejudiced
- B. Sexist
- C. Religiously biased
- D. Willing to accept EO assignment from military Service
- E. Adjusted well to DEOMI training school
- F. Did well in academics at DEOMI
- G. Good basketball player
- H. Good volleyball player
- I. I like this person at a personal level
- J. I have talked with this person quite a bit
- K. Hard-working
- L. Plans for the future
- M. Dependable



Two forms of the questionnaire were generated in order to reduce the number of ratings each participant had to make. Form A included 37 items; Form B 36 items. Sensitivity, ISD, and the additional items were systematically assigned to forms in order to avoid a Form X Item-type bias. Several items were included in both forms in order to obtain more reliable ratings. The questionnaires used to collect data for Study 2 are included in Appendix B.

Procedure. Students were in the "Service specific" part of the training course when Studies 2, 3, and 4 were performed. This part of the course teaches EOA skills specific to the three participating Services. During Service-specific training, students meet in same-Service groups rather than their original core-course groups. Each Service-specific group usually includes members of each core-course group. The Service-specific part of the course is coordinated by Service Liaison Officers (SLOs), and these individuals were asked to arrange a time for students to be given the questionnaires and a method for their return.

Confidentiality is critical to obtaining accurate responses from military personnel. Since Study 2 was mainly concerned with how students were rated by their peers, identification of the raters was unnecessary. However, such identification was necessary for Studies 3 and 4. Each student was given two envelopes by his or her SLO or group leader. One envelope contained the peer rating instrument for Study 2 and indicated that names should not be placed on the questionnaire. Students were randomly given either a Form A or a Form B envelope. The other envelope contained questionnaires for Studies 3 and 4, and asked for students to write their names on the questionnaires. All questionnaires were returned in the original envelopes.

It can be seen in Appendix B that care was taken to assure that peer ratings of core-course groups were performed rather than Service-specific groups, and that students would perform ratings of each member of their core group. Names of core-group members were supplied and participants were asked to write these names onto the questionnaires prior to performing the ratings.

## Results

Three types of information were obtained from the peer rating data. First, the reliability of the ratings across raters was examined. Second, the domain or factor structure of the Sensitivities was examined. Third, mean values over raters on all items were generated for each student for use in Study 3.

Interrater reliability. The first question of interest in the peer ratings was the extent to which peers would agree on their ratings of group members. Correlations were calculated over items (37 or 36 depending on the form) between each pair of raters who rated a particular member. Approximately half of

these correlations were calculated for Form A ratings and half for Form B ratings. Approximately 1800 correlations were produced in this analysis. These correlations were transformed to z-scores using Fisher's transformation. Z-scores beyond  $\pm 3.8$  were not allowed. The z-scores were averaged over students, raters, and forms. Table 6 contains correlations transformed from z-scores. It can be seen in Table 6 that the correlations varied widely over groups but were generally not very impressive, averaging .34. This value is somewhat lower than the median value of .45 found by Kane and Lawler (1978).

In an effort to further examine these poor reliabilities, they were recalculated in a manner that might be expected to produce better reliabilities. On the basis of the factor analysis reported below, means were calculated for six factors on Form A and on Form B for each rating of each student. Correlations were calculated for each factor mean between each pair of raters over the 13 or 14 members of each group. The correlations were transformed to z-scores and averaged over raters within each form to produce a single reliability estimate for each form in each group. These interrater reliabilities were lower than those produced by the method described above. For example, the reliability for Group 1, Form A, using the previous method (correlations calculated over 37 items) was .60; for the latter method (correlations calculated over students) it was .25.

These interrater reliabilities must be interpreted with some caution. Their small size may be due to a variety of factors. First, the items referred in many cases to personal qualities or behaviors that might not have been directly observable in the DEOMI setting. Second, these qualities or behaviors may have been differentially revealed by students to each other. Students whose only interaction took place in small groups or other formal activities would be expected to learn less about each other than students who affiliated informally. Third, as results reported below suggest, the quality of the peer rating data may have been less than optimal because of the length of the instrument and the forced nature of the data collection. Fourth, Kane and Lawler (1978) and others suggest that peer evaluations may be biased by friendships among peers. They also claim that such friendship patterns in highly cohesive groups do in fact reflect the performance of group members, that is, people who perform well are liked. In the DEOMI training group setting the issue of group cohesiveness is not clear. (Study 4, not reported in this document, addressed this question.) Given the racial, sexual, Service, and rank heterogeneity of the training groups, it should be expected that "cliques" would develop. These cliques would then produce differential friendship biases that would then in turn lead to low interrater reliabilities across cliques. The complex analyses integrating group structure information and interrater reliability information that might shed some light on this issue were not performed for this report.

Table 6.

Interrater reliabilities for Kinton sensitivity peer ratings.

Group	Correlation
1	.53
2	.36
3	.33
4	.27
5	.24
6	.35
7	.25
Mean	.34

Factor structure. Factor analyses of the items included in the peer evaluation were performed on mean ratings for each student (i.e., averages over raters and forms). Examination of the raw peer rating data indicated that raters employed widely different strategies for performing the ratings. Raters varied in the mean rating given and in the amount of variability evidenced over ratings of group members. In order to remove the variability in rating strategies from the analysis, ratings were transformed to z-scores within each item or variable. That is, for each rating variable, the mean and standard deviation over the 13 or 14 students rated was calculated and z-scores were derived from these values within that variable. Z-scores beyond  $\pm 3.8$  were not allowed. These z-scores were then averaged over raters and forms to produce averaged ratings for each student on each of the 73 items.

The initial factor analysis using a principal components extraction method and oblique rotation yielded 12 factors with eigenvalues greater than 1.0. Examination of the rotated pattern matrix revealed several factors on which only one or two items had high loadings. Ten of the interfactor correlations were greater than .30. A series of additional factor analyses were performed, indicating that a 6-factor solution was most interpretable.

Table 7 includes the pattern matrix loadings for the 6-factor solution. Loadings less than .40 have been deleted. Factors 1 and 3 appear to be global factors representing a variety of DEOMI-related skills. Factor 1 mainly represents Form A items, and Factor 3, Form B items, indicating some form-based covariation. The correlation between Factors 1 and 3 was  $-.42$ . Factor 2 includes items related to leadership style and leader-related qualities such as extraversion. Factor 4 appears to represent various forms of prejudice or discrimination.

Factor 5 is difficult to interpret. At one end of the dimension are proficiency at basketball and volleyball; at the other, several items involving what might be called political aspects of the EOA assignment: "Awareness of impact of EOA's rank on program reception/support" and "Sensitive to impact of complaints on command/commander." "Plans for future" and "Willing to accept EOA assignment" were also at this end of the dimension. The implication of this structure is that individuals perceived as being athletically skilled are also seen as being less interested in the EOA assignment and less apt to perform the required political behaviors appropriately.

Factor 6 included one item with a high loading, "Avoids personal agenda/ownership," and two others with loadings greater than .40, "Did well at academics at DEOMI" and "Sensitive to military expectations/limitations on the EO program." The meaning of this factor is not clear.

# Affective Change

Table 7.

Factor analysis of peer sensitivity ratings.

Sensitivity Number		Factor						Item Wording in Questionnaire
		1	2	3	4	5	6	
Z1	2	0.39		-0.42				Believes in and is committed to the EO program
Z2	3	0.35		-0.40				Believes in EO/affirmative action principles
Z40	8			-0.75				Aware of stereotypes of EO programs
Z3	22	0.56						Believes in military system/Chain of Command
Z41	25						0.45	Sensitive to military expectations/limitations on the EO program
Z4	37	0.54						Aware of military and civilian attitudes toward EO
Z5	38	0.72						Sensitive to need for command/Commander support for program success
Z43	42					-0.57		Sensitive to impact of complaints on command/Cdr
Z42	44					-0.60		Aware of impact of EOA's rank on program reception/support
Z6	56	0.66						Patient
Z44	57			-0.60				Supportive
Z7	58	0.67						Concerned, caring
Z45	59						0.75	Avoids personal agenda/ownership
Z8	60	0.78						Exhibits healthy skepticism (balance bleeding heart vs. cynicism)
Z46	61			-0.56				Open, honest
Z9	62	0.59						Sensitive to need for timeliness of actions
Z47	63			-0.64				Walks what he/she talks;
Z10	64		0.75					Consistent behavior and belief
Z11	65	0.48						Has ability to assign responsibility
Z48	66			-0.66				Adheres to regulation/ fact/ letter of the law
Z12	67	0.62						Sensitive to others
								Sensitive to cultural/ethnic/gender/age differences
Z49	68			-0.81				Would be sensitive to needs of complainants
Z13	70	0.72						Fair/neutral
Z50	71			-0.71				Would remain objective to both sides

# Affective Change

Z14	72	0.64					Would be supportive of client as member of military
Z51	75			-0.72			Open-minded
Z15	76		0.76				Positive self-image, self-confidence
Z52	77						Makes positive first impression, appearance
Z16	79		0.81				Exhibits assertive leadership
Z53	80			-0.55			Shows integrity
Z17	81	0.74					Shows diplomacy/tact
Z54	82		0.43				Shows enthusiasm/ positive attitude
Z18	83	0.68					Shows empathy not sympathy
Z55	85			-0.47			Shows flexibility
Z19	86	0.69					Has common sense/maturity
Z56	87		0.65	-0.38			Persuasive
Z20	88	0.59					Aware of impact of actions/words
Z57	89		0.41	-0.41			Willing to grow/to take risks
Z21	96	0.47	0.39				Efficient/ persist/reliable/ follows through
Z58	99		0.37	-0.50			Sensitive to importance of individual effort
Z22	102	0.41					Task-oriented
Z59	104			-0.54			Accessible/approachable
Z23	A				-0.55		Racially prejudiced
Z61	B		0.41	0.53			Sexist
Z24	C	-0.41					Religiously biased
Z25	D					-0.52	Willing to accept EO assignment from military Service
Z63	E		0.35				Adjusted well to DEOMI training school
Z26	F					0.42	Did well in academics at DEOMI
Z27	G		0.40			0.51	Good Basketball player
Z64	H					0.67	Good Volleyball player
Z28	I	0.49		-0.5			I like this person at a personal level
Z29	J			-0.4			I have talked with this person quite a bit
Z30	K			-0.4			Hard-working
Z31	L					-0.61	Plans for the future
Z32	M	0.35					Dependable
Z33	ISD 2A		0.74				Demonstrates active participation in all instructional settings (groups, lectures, leadership lab)
Z70	ISD 2B		0.47		0.40		Performs task functions in group activities (initiating, exchanging information, clarifying, etc.)
Z34	ISD 2C		0.47		0.48		Performs maintenance functions in group activities

# Affective Change

Z71	ISD 2D				0.35			(gate-keeping, encouraging, harmonizing, compromising, standard setting, diagnosing)
Z35	ISD 2E		0.39		0.37			Gives, solicits, and receives individual feedback in groups. Displays effective communication skills in groups (empathic verbal expression, effective listening and questioning)
Z72	ISD 3A				0.82			Exhibits non-discriminatory and anti-discriminatory behavior based on race or ethnicity
Z36	ISD 3B	0.44			0.67			Exhibits non-discriminatory and anti-discriminatory behavior based on gender
Z73	ISD 3C				0.82			Exhibits non-discriminatory and anti-discriminatory behavior based on religion
Z37	ISD 3D	0.55			0.46			Exhibits cross-cultural adaptability (Willingness to understand ideas, norms, attitudes and behaviors of members of other cultures. Conveys interest, warmth, patience...)
Percent of Var.:		45.8	7.2	4.5	4.0	3.6	3.1	

Note. Factor extraction method was Principal Components with Oblimin rotation. N=96.

Table 7 also includes the percent of variance accounted for by each factor. It is clear that Factor 1 accounts for a disproportionate share of the variance (46%), suggesting that the set of items included in the peer assessment constitute a single, global factor. This large first factor also suggests a "halo effect" in which raters failed to discriminate among items in rating their fellow group members (Cooper, 1981). Such a halo effect might indicate that insufficient effort was put into the rating exercise for the reasons discussed previously.

The factor structure also indicates that, outside of the global evaluation factor, raters can discriminate among their peers on two sets of qualities: leadership and prejudice. These two qualities are highly salient in the DEOMI training program and constitute important parts of the ISD. Given this focus on leadership and prejudice (formally termed "discriminatory behavior," in contrast to "non- and antidiscriminatory behavior") in the students' daily activities and their formal evaluations, it is not surprising that these two constructs are important in students' perceptions of each other.

Additional factor analyses were performed exclusively on the 42 items that represented the Kinton sensitivities. These analyses revealed factor structures similar to the 6-factor solution reported above, including a large first factor.

### General Discussion

Study 2 was designed to examine the domain or factor structure of the Kinton sensitivities. The low interrater reliabilities cast some doubt on the use of peer assessment to obtain estimates for the items included in the analyses. Further, the large first factor found in these analyses suggests either that students perceive each other in a global manner or that raters did not put sufficient effort into the ratings to discriminate among sets of qualities their group members shared. Kane and Lawler (1978) suggest that in small groups there is an upward bias in peer evaluations which may have led to a leveling off of ratings at the high end of the scale and may have contributed to a halo effect.

As noted above, the items themselves may have been difficult to use in making evaluative judgments in the DEOMI training setting. Students were asked in some cases to make inferences about how a peer would behave and think in a setting in which the person had never been seen. A better peer evaluation method would obtain ratings in the field among EOAs who work together on a regular basis.

The emergence of distinct leadership and prejudice factors suggests that these two qualities stand out as domains of "affect" and may be individually measured using appropriate instrumentation. Future research with a field sample of an



appropriate size (e.g., about 400 respondents) might discriminate among additional factors that may have been combined in the large first factor in this study.

The poor interrater reliability evidenced by the peer evaluation should not be viewed as the primary reason for not using this technique in performing affective measurement in the DEOMI training program. Rather, it is probably inappropriate as an ongoing affective measurement technique because of the problems it would pose for the small-group processes that appear important to the training objectives. However, peer evaluation may well be used as a research tool from which other evaluation techniques may be validated.

## PART II. SYMBOLIC RACISM

An active debate has developed within social psychology concerning the changing nature of White racism, particularly whether or not it should best be conceptualized as a symbolic, value-based construct rather than a belief in White superiority accompanied by overt racial hostility. "Symbolic racism" is usually defined as a blend of (a) deeply socialized anti-Black affect and (b) strong adherence to the individualistic Protestant work ethic accompanied by a belief that Blacks do not hold these values (Kinder, 1986; McConahay & Hough, 1976; Sears & Allen, 1984). This approach suggests that differences between the races are, in a sense, no longer racial. From a cross-cultural psychology perspective, we would say the the differences reflect culture rather than race. Proponents of symbolic racism theory claim that "old-fashioned racism" has both lessened and gone underground because of reduced social support for its open acceptance. They also claim that racially related political behavior, such as voting to support or not support desegregation, affirmative action, and other issues related to the well-being of Blacks, is determined by symbolic racism rather than by real, material self interest.

The symbolic racism idea shares some features with Gaertner's (1976) "aversive racist" concept. The aversive racist has ambivalent racial attitudes and values, including both ideas of White superiority and guilt about these feelings. He or she does not behave overtly in a bigoted manner, and is often a political liberal. However, the underlying racism of the aversive racist can apparently be identified through indirect behavioral measures.

Symbolic racism research performed by proponents of the theory has found correlations between symbolic racism measures and voting patterns, but not between material self-interest and voting patterns. Opponents of the theory have challenged it on theoretical, methodological, and "metatheoretical" grounds (Bobo, 1983; Sniderman & Tetlock, 1986; Weigel, 1985). Theoretically, they point out that self-interest is defined too narrowly, and

should be broadened to include the entire membership group (e.g., Whites as a group rather than individual voters). Methodologically, they have shown that measurement of symbolic racism has been poor on the one hand, and that such measures evidence fairly strong correlations with measures of old-fashioned racism on the other. Some opponents have also charged that the general idea of symbolic racism is value-biased: it lessens the responsibility of the White middle class for the racial problems of their society, and attributes negative dispositions to political conservatives that may be inaccurate. (For example, it could be shown that political liberals are actually "symbolic communists.")

### Value Congruity

The old "race vs. values" issue in interracial attitudes and social distance has resurfaced as part of the debate on symbolic racism (Turner & Guiles, 1981). If anti-Black behavior such as opposition to desegregation is a function of Blacks' values rather than race, a sort of "color-blind racism" has emerged. Or, as has been argued by some Black sociologists, the race issue has become a social class issue. In either case, interpersonal and intergroup behavior may be affected when values and race are actually, or are perceived to be, confounded, and value attributions may facilitate or impair the development of positive interracial attitudes.

It appears that none of the symbolic racism research has directly assessed value attributions or measured their relationship to attitudes or behavior, which seems to be a serious flaw in the research program. In the DEOMI situation, value discrepancies might be seen as a limiting factor for facilitating harmonious interracial interpersonal relationships. From an EO perspective, value discrepancies might be expected to be a basic underlying problem, particularly when they involve the work ethic. For example, the symbolic racism thesis suggests that EOAs will have to work with Whites' stereotypes about Blacks' work values in handling complaints.

Study 3 looked at the value and trait attributions of students in the 16-week DEOMI training program. Students were asked to estimate the extent to which Protestant work ethic, racial prejudice, group orientation, and several other types of traits or values applied to themselves, to White military personnel, and to Black military personnel. Bond's (1987) "reflected stereotype" method was also used. Students indicated how they thought their group was viewed by the other group. Support for the symbolic racism thesis would be found if Whites' self-attributions of work ethic values were negatively related to attitudes towards Blacks, and to a lesser extent if Whites' work ethic stereotypes about Blacks were positively related to attitudes towards Blacks.

Study 3 was also designed to investigate the extent to which there are value-discrepancies between racial groups in the military. The symbolic racism theory claims that White Americans believe in the work ethic and think that Black Americans in general do not believe in it. The use of the reflected stereotype method in Study 3 made it possible to examine the extent to which Blacks and Whites misperceive each other's stereotyping by comparing actual reported stereotypes to reflected stereotypes.

### Perceived Group Conflict

Although the symbolic racism theory claims that material interests do not affect voting behavior, this idea seems implausible and is compromised by the narrow operationalizations of group conflict that have been used (Bobo, 1983). The military may be a microcosm, psychologically and materially, for the types of material conflict that may occur in the society at large. Blacks in the military may perceive that they are the objects of institutional discrimination, and Whites may perceive that Black gains are accomplished at their own expense. Blacks may favor EO programs for material reasons, and Whites may oppose them for the same reasons. Further, the perceptions of these groups may be correct, indicating a real, not just perceived, material conflict. Looking at the psychological side of this question, it may be that Whites feel threatened by EO, and this feeling may affect their attitudes towards it and towards minorities and influence interpersonal and intergroup behavior. Symbolic racism research has inferred perceived material group conflict from apparently real threats to individuals (e.g., comparing voters in areas about to be desegregated to voters in other areas), but does not seem to have directly measured the perception of threat. It seems that the psychological or perceived threat would mediate real threat and voting behavior. Such a subjective approach to threat was proposed two decades ago by Blalock (1967) in his theorizing on the relationship between labor market competition and prejudice.

Study 3 assessed perceived group conflict (perceived threat) in order to determine if it is related to attitudes concerning EO issues, racism, and interpersonal interaction difficulties. A weak test of the symbolic racism theory can be performed by comparing perceived group conflict with racial attitudes. (A strong test would compare perceived group conflict with certain kinds of political behavior such as voting.) The logic of the weak test is that if negative affect and work ethic values are related to voting behavior and realistic group conflict is not related to voting behavior, then negative affect and work ethic values should not be related to perceived group conflict. Thus the theory would not be supported if perceived group conflict were negatively related to racial attitudes.

## Method

Participants. Data for Study 3 were collected at the same time as the Study 2 data, using the same students and administration procedure. Seventy students returned usable questionnaires for this study, but only 40 questionnaires included no missing data.

Instrument. The instrument used in Study 3 was organized in two parts. Part 1 asked for several kinds of ratings of 26 trait adjectives. Part 2 was a 7-item questionnaire designed to assess perceived group conflict.

Part 1 of the questionnaire included four ratings of each of the following adjectives or adjectival phrases: Accommodating, Ambitious, Cooperative, Courteous, Dependable, Energetic, Flexible, Insulting, Intelligent, Jovial, Lazy, Lets others in unit or group carry the load, Loyal to unit or group, Materialistic, Meticulous, Neat, Open-minded, Plans for the future, Pleasant, Polite, Practical, Racially prejudiced, Sacrifices in the present for future gain, Talkative, Take orders willingly, Uncompromising.

For each phrase, participants were asked to make four ratings on a 10-point scale where 1 represented "not at all/never" and 10 represented "completely/always." These ratings included themselves (self-concept rating), White military personnel, Black military personnel, and "How another group sees your group." Instructions on the questionnaire indicated which group was the "other" group. For Whites it was Blacks; for Blacks it was Whites; for all others it was Whites. For a White participant, these ratings are labeled as follows: ratings of Whites are autostereotypes; ratings of Blacks are heterostereotypes; ratings of how Blacks see Whites are reflected stereotypes. For Black participants the terms are reversed. Participants who were neither White nor Black were not used in most of the analyses reported below.

Part 2 of the questionnaire was an ad-hoc measure of perceived group conflict. The items were designed to tap the extent to which affirmative action in the military was perceived to exist in the context of a zero-sum game in which preferential treatment of one race signified losses for another. Seven items were included in this part of the instrument:

1. Equal opportunity in the military advances the careers of all groups, both Whites and minorities.
2. Looking objectively at behaviors, it seems that minority officers perform somewhat more poorly than White officers in some situations.

3. As the military manpower level decreases, prestigious and desirable positions will have to be allocated to Whites or minorities on the basis of some kind of quota.
4. White and minority officers are competing for a limited number of positions, and as one group obtains better positions, the other does not.
5. Affirmative action generally reduces opportunities for Whites while enhancing opportunities for minorities.
6. My position in the military could be affected positively by affirmative action policies.
7. When honors or awards are given, the officers deciding the award tend to favor either minorities or Whites, but rarely both groups.

Responses were on a 5-point Likert scale of "definitely agree, somewhat agree, neutral, somewhat disagree, definitely disagree."

The highly evaluative "fishbowl" situation DEOMI students find themselves in produces strong demand characteristics and evaluation apprehension. In order to obtain less biased responses in this study, both parts of the questionnaire were worded in the past tense. Students were asked to report how they felt before they came to DEOMI rather than how they currently feel. It was hoped that these instructions would reduce evaluation apprehension by allowing students to make a distinction between their current career-dependent feelings and those they had prior to their educational experience. It was assumed that their responses under these instructions would reflect some combination of their current and previous feelings. As can be seen in Appendix C, the idea that the questionnaire referred to pre-DEOMI attitudes and beliefs was emphasized throughout the questionnaire.

Procedure. The procedure for administration of the Study 3 questionnaire was identical to that of the Study 2 questionnaire described above. Since it was necessary to associate the symbolic racism data with the peer evaluation data, the Study 2 questionnaire asked students for their names.

## Results

Data preparation. The stereotype items were grouped into six sets on the basis of factor analyses and interpretation of the item meanings. These sets included:

Work Motivation: Ambitious, Dependable, Energetic, Lazy, Lets others in unit or group carry the load.

Future Orientation: Plans for the future, Sacrifices in the present for future gain.

Group Orientation: Accommodating, Cooperative, Loyal to unit or group, Take orders willingly, Uncompromising.

Sociability: Courteous, Flexible, Insulting, Jovial, Neat, Open-minded, Pleasant, Polite, Practical.

Prejudice: Racially prejudiced.

Intelligence: Intelligent.

Underlined items were reversed. Several items were not used in the analysis because examination of their correlations with other items indicated they were ambiguous in their evaluative implications. Most of the analyses reported below also employed a seventh variable, work ethic, which was the average of Work Motivation and Future Orientation.

A mean perceived group conflict value was obtained by averaging the seven items after reversing Items 1 and 6.

Additional information about the respondents was available from the peer rating data. The peer ratings provide an independent assessment of participant's racial attitudes aggregated over all of the members who returned questionnaires from each group. The peer assessment values used in the analyses reported below were the mean ratings (averaged over raters and forms) used in the sensitivity analyses reported above.

Symbolic racism and perceived group conflict. Correlations were computed for White respondents among self-concept, heterostereotype, and perceived group conflict variables to test the predictions outlined above (See Table 8). The correlations between three measures of Protestant work ethic values, Work Motivation, Future Orientation, and the average of these two variables, and four measures of attitudes towards Blacks' heterostereotypes of Sociability, Group Orientation, Intelligence, and Prejudice were all positive, and 9 of the 12 correlations were statistically significant at  $p < .05$  or better. Participants reporting stronger work ethic values reported more positive attitudes towards Blacks. However, although self-reported prejudice and peer reports of prejudice were correlated in the appropriate direction, lending support to the validity of each, no relationship between attitudes and values was found. The direction of the significant value-attitude correlations was opposite to what the symbolic racism theory would predict.

Table 8 also includes correlations between work ethic heterostereotypes and the four types of heterostereotypes used as measures of attitudes towards Blacks. All 12 correlations are

Table 8.

Correlations among self-concept, heterostereotype, and psychological group conflict variables.

	Self-Concept				Heterostereotypes							
	1	2	3	4	5	6	7	8	9	10	11	12
1. SC: Work Ethic												
2. SC: Future Orient.	.51**											
3. SC: Work + Future	.92**	.78**										
4. SC: Prejudice	.17	.01	.13									
Heterostereotypes:												
5. Work Ethic	.50**	.53**	.58**	.17								
6. Future Orientation	.04	.46**	.23	-.11	.55**							
7. Work + Future	.38*	.57**	.51**	.07	.94**	.80**						
8. Sociability	.09	.32*	.20	.11	.70**	.74**	.81**					
9. Prejudice	.09	.06	.09	.48**	.39*	.30*	.39*	.44**				
10. Intelligence	.32*	.50**	.45**	.30*	.65**	.63**	.72**	.71**	.25			
11. Group Orient.	.33*	.24	.34*	.40**	.75**	.49**	.74**	.75**	.58**	.62**		
12. Conflict	.02	.00	.01	-.08	-.08	-.27*	-.17	-.14	-.09	.04	-.12	
13. Peer Prejudice	-.01	.19	.07	-.32*	-.01	-.22	-.04	-.16	-.24	.03	-.19	.19

Note. High values on all variables except Conflict and Peer Prejudice indicate more positive attitudes or more strongly held values. "Conflict" refers to psychological group conflict; high values indicate greater perceived conflict. "Peer Prejudice" refers to mean peer rating of racial prejudice; high values indicate greater prejudice. "Work+Future" is the average of Work Ethic and Future Orientation. N=41 for most correlations. \*\*p<.01 \*p<.05, two-tailed.

positive and significant. These correlations are in the direction predicted by the symbolic racism thesis.

Finally, the correlations between perceived group conflict and the four measures of attitudes toward Blacks can be found in Table 8. Although most of these correlations are in the direction that would argue against the symbolic racism hypothesis (i.e., greater perceived conflict is associated with more negative attitudes), none approached significance. A negative correlation between conflict and Future Orientation did emerge, indicating that White participants who perceived a material conflict with minorities felt that Blacks were lacking comparatively in one part of the work ethic.

Stereotype misperceptions. A second, less theoretical purpose of this study was to look at the amount of congruence between Whites' and Blacks' stereotypes of each other and their attributions of what stereotypes the other group holds towards them. Mixed-design analyses of variance in which race (White, Black) was the between-subjects variable and type of stereotype (auto-, hetero-, attributed) was the repeated variable were computed for the Work Motivation, Future Orientation, overall work ethic, Group Orientation, Sociability, Intelligence, and Prejudice variables.

These analyses revealed a main effect of race for Sociability,  $F(1,45)=5.79$ ,  $p<.05$ . Black respondents assigned greater values for all three types of stereotypes than did White respondents.

Significant main effects of type of stereotype emerged for all dependent variables except Prejudice,  $F_s>3.66$ ,  $p_s<.05$  (dfs ranged from 2,86 to 2,92 due to missing values for some dependent variables). As can be seen in Table 9, autostereotypes were more positive than heterostereotypes and attributed stereotypes on all of these variables. This general finding is consistent with other studies using this method of measuring stereotypes (e.g., Bond, 1987).

Examination of the type effect within each race reveals a tendency for this effect to be stronger for Blacks than for Whites. However, the only stereotype for which this interaction was significant was Sociability,  $F(2,90)=3.60$ ,  $p<.05$ . Blacks reported more positive stereotypes about their own group than about Whites, while Whites did not evidence a difference between auto- and heterostereotypes. Simple  $t$ -tests of the Race effect for autostereotypes, however, revealed significantly greater Black than White autostereotypes on Work Motivation, Sociability, Future Orientation, Intelligence, and overall work ethic. This pattern of high Black autostereotypes has been found in other research on Black self-esteem, and is viewed by some as a reflection of enhanced cultural awareness among Blacks beginning in the late 1960s.



Table 9.

Auto- Hetero- and Attributed Stereotype Means by Race.

Race	Type of Stereotype		
	Auto-	Hetero-	Attributed
Work Motivation			
White	6.99	6.98	6.70
Black	7.91	7.23	6.90
Future Orientation			
White	6.35	6.29	6.09
Black	7.63	7.25	6.70
Total Work Ethic			
White	6.81	6.78	6.55
Black	7.82	7.20	6.87
Sociability			
White	6.50	6.48	5.83
Black	7.75	7.16	7.02
Group Orientation			
White	6.57	6.44	6.00
Black	7.03	6.40	5.58
Prejudice			
White	5.00	5.12	4.34
Black	4.93	5.08	4.70
Intelligence			
White	7.05	6.76	6.86
Black	8.20	7.92	7.09

In order to directly assess the degree of misperception in stereotyping,  $t$ -tests were computed between White heterostereotypes and Black attributed stereotypes, and between Black heterostereotypes and White attributed stereotypes. No differences were found for the six dependent variables between White heterostereotypes and Black attributed stereotypes, indicating that Blacks accurately perceived Whites' stereotypes about them. Evidence for White misperceptions did emerge, however. Blacks reported more positive stereotypes about Whites than Whites expected on the Sociability ( $M_s=7.06$  and  $5.83$ ,  $t(46)=2.73$ ,  $p<.01$ ) and Intelligence ( $M_s=7.92$  and  $6.86$ ,  $t(45)=2.09$ ,  $p<.05$ ) variables.

### Discussion

Taken at face value, the findings of the symbolic racism analyses of Study 3 provide mixed support for the theory. Supporting the theory was the positive relationship between Whites' heterostereotypes about Black work ethic values and their attitudes towards Blacks. Sears and others claim that symbolic racism is a combination of negative work ethic value attributions and negative attitudes towards Blacks, consistent with the correlational findings for these two variables in this study. Evidence inconsistent with the theory was found in the positive correlations between Whites' work ethic self-concepts and their attitudes towards Blacks. Although the theory does not explicitly claim that people who hold work ethic values to a great extent will believe that Blacks do not hold these values, this assumption appears to be implicit in the literature. The findings involving perceived group conflict neither supported nor contradicted the theory since the correlations between the conflict measure and measures of attitudes towards Blacks were essentially zero.

These already cloudy results may be compromised further by the possibility that a positivity bias occurred in participants use of the scale. It can be seen in Table 8 that the correlations among the stereotype variables obtained in Part 1 of the symbolic racism questionnaire were preponderantly positive, suggesting that participants responded to the scale in a consistently highly positive or less positive fashion, producing positive correlations over participants among most scales. The negative and low correlations between the conflict scale and the stereotype scales argues against this bias, but these scales differed in both structure and content.

Unknown factors in interpreting these data are the extent to which participants really did attempt to report their pre-DEOMI training program stereotypes and beliefs and the extent to which they felt free to express themselves honestly. Although elaborate measures were taken to assure participants of the confidentiality of their responses, it is unclear how open participants felt they could be. Two observations argue against an evaluation apprehension problem in this study. First, the

response rate was about 75%, indicating that the students felt free to not return the questionnaires even though they received some pressure from their SLOs and group leaders to do so. This response rate also suggests that students who felt particularly anxious about expressing their attitudes could have chosen not to participate. Second, several questionnaires, including those with names, contained hand-written criticisms of some aspect of the research, mainly the amount of time it took to complete the set of questionnaires. These responses, inappropriate in a military setting, also suggest that students felt free to express themselves.

The findings concerning misperceptions and racial differences in autostereotypes might also be explained by a positivity bias, but the explanation would be more complex. It may be that Whites do not misperceive Blacks' stereotypes about them, but that Blacks' stereotype ratings were positively biased. Such a bias would also serve as an alternate explanation of the difference observed between Black and White autostereotypes. Some research has demonstrated that Blacks tend to use scales in a more polarized manner than Whites, more often choosing response categories at the positive and negative extremes (Dansby, personal communication). Since more positively worded items than negatively worded items were used in this study, such a polarization bias would produce a positivity bias in the mean values of the variables derived from the original set of adjectives. Examination of the standard deviations of the Black and White means was not consistent with this idea.

An analysis was performed to examine further this possibility by generating "balanced" stereotype measures. A mean of all positively worded items and a mean of all negatively worded items were calculated for each type of stereotype, and these means were averaged to produce presumably unbiased or balanced global measures of stereotypes. The misperception analyses reported above were performed on these new variables. These analyses revealed a weakened but marginally significant autostereotype difference in which Blacks reported higher autostereotypes than Whites ( $M_s=6.97$  and  $6.36$ ,  $t(53)=1.87$ ,  $p=.067$ ). The White misperception effect reported above remained in this analysis, but was weaker. Blacks reported more positive stereotypes about Whites than Whites expected they would ( $M_s=6.05$  and  $5.93$ ,  $t(47)=1.80$ ,  $p=.078$ ). This weaker value may represent either a weakening of the effect due to elimination of the polarization bias, or it may be due to the combination of dependent variables that evidenced varied degrees of misperception in the original analysis.

One possibility for this apparent White misperception effect is the strong emphasis in the DEOMI training program on White male injustices against minorities and women and the place of White males in the formal and informal power structures of American society. White students may come to the conclusion that they are seen more negatively by Blacks than they really are because

of the injustices their group has perpetrated, and these negative stereotypes may actually not be shared by Blacks. Research directed specifically at this issue would be needed to draw firm conclusions on this interesting possibility.

Although the findings of this study are too speculative to have strong implications for training, two interesting possibilities may be suggested. First, the Black-White difference in autostereotypes might be capitalized on to work with Black students in boosting their sense of efficacy in relation to the White power structure in the military. Beginning with these positive, group-based self-conceptions, a sense of control or personal/political efficacy can be built that may in turn serve the students to maintain behavioral effort when they have come up against a racial barrier.

Second, the misperception findings suggest that DEOMI training is incomplete. Whereas White students may well need to feel a strong dose of guilt and personal or group responsibility for the racial situation in America, it does not serve them well to be left in this "condition." Proactive behaviors (such as those needed in the EOA assignment) need to be taught in such a way that leaves White students feeling good about themselves as individuals within the racial milieu of the military. The negative consequences of "unresolved" guilt on White students' part are difficult to predict, although psychoanalytic approaches might suggest that this guilt could be turned in either prosocial or antisocial directions both attitudinally and behaviorally.

Future research on perceived group conflict needs to be conducted within the military. Far from being abstract theoretical debates, the symbolic racism issue may have important implications for the progress of Blacks. It may be that "old fashioned racism" is indeed absent for the U. S. military as well as American society at large, but the symbolic racism that may have replaced it may prove more difficult to eradicate. "Old fashioned racism" is clearly at odds with other American values of equality and fair play, but the Protestant work ethic is deeply embedded in American society. If Blacks as a group are perceived by Whites to be lacking in the work ethic, the behavioral disconfirmation process necessary to change this view is difficult and slow (Rothbart & Park, 1986).

### PART III: CONCLUSIONS

The Defense Equal Opportunity Management Institute is one of the more interesting phenomena in the history of American race relations and of the American military establishment. In the realm of race relations it may well be unique in American society. The author knows of no comparable institution in the public or private sector that works to reduce prejudice and discrimination in such an ambitious manner. In a sense DEOMI does for the military what the rest of American society has failed to do for itself. How much impact DEOMI or any institution of its kind can be expected to have on American society as a whole depends upon one's theory of the source and function of racism in America. Theories of racism that focus on individuals, either Whites or minorities, or social relations would suggest that DEOMI would have a positive impact (e.g., Allport, 1958; Adorno, Frenkel-Brunswik, Levinson, & Sanford, 1950; Warren, 1970). However, theories focusing on cultural values (e.g., Myrdal, 1962) would suggest a less optimistic viewpoint, and those based on considerations of political economy (Willhelm, 1971) clearly indicate that DEOMI can have no effect on racism within or without the military with the exception of localized short-term changes in interpersonal or institutional practices. Whereas the focus in DEOMI's own training is on individual change, a satisfactory theory of racism would have to encompass both individual and societal factors. "In our view, theories that fail to focus on the interrelated and systemic roots of racism contribute to our public ignorance and to continuing injustice and exploitation of minority people" (Chesler, 1976, p. 58). In such a multi-level theory there would be room for a DEOMI-like intervention that would produce some degree of positive change.

The origins and continued existence of race relations training in the military can probably be traced more to material considerations than to an effort on the part of the military to resolve the American Dilemma. DRRI was established in response to severe racial conflicts that were reducing the effectiveness of the armed forces, and this functional rationale remains the basis for its support. Hope (1979) and others have noted the American military's ambivalence about DRRI and DEOMI, stemming at least in part from the functional necessity of such an organization and its association with liberal or progressive ideology or "social work" types of activities. However, a second material basis for DEOMI may lie in labor market realities. During most segments of the business cycle the all-volunteer military must compete in the American labor market against private industry that has implemented some affirmative action and protective policies. Black Americans are overrepresented in the U. S. Army by a factor of approximately two, indicating the importance of minorities in filling military manpower needs. An atmosphere of racial openness and equal opportunity is an important factor in

competing in the minority labor market. Hence, looking at DEOMI from a labor market point of view it may be that even the more pessimistic political economy approaches to racism have some room for optimism.

As a research laboratory, DEOMI is a near-ideal setting for a social scientist. Although it is a training school, not a lab, its participation in social research would be a great benefit for social science since few other settings of this kind exist with the possible exception of primary and secondary school classrooms. An ongoing research effort at DEOMI would be a considerable asset for social science and would contribute to the applied work of the organization. The continued presence of social scientists at DEOMI might enhance the scientific atmosphere of the organization in a way that would be useful in its instructional efforts and stimulating to its staff. Although the Summer Faculty program is a step in this direction, an ongoing laboratory-like research effort similar to those at some of the laboratories operated by the Army, Navy, and Air Force would be particularly useful.

## References

- Adorno, T., Frenkel-Brunswik, E., Levinson, D., & Sanford, R. (1950). The authoritarian personality. New York: Harper.
- Allport, G. (1958). The nature of prejudice. New York: Doubleday-Anchor, 1958.
- Blalock, M. H. M., Jr. (1967). Toward a theory of minority-group relations. New York: Wiley.
- Bobo, L. (1983). Whites' opposition to busing: Symbolic racism or realistic group conflict? Journal of Personality and Social Psychology, 45, 1196-1210.
- Bond, M. H. (1987). Mutual stereotypes of two interacting cultural groups in Hong Kong. International Journal of Intercultural Relations.
- Brown, R. J., & Turner, J. C. (1981). Interpersonal and intergroup behaviour. In J. C. Turner & H. Giles (Eds.), Intergroup behaviour (pp. 33-65). Chicago, IL: University of Chicago Press.
- Chesler, M. A. (1976). Contemporary sociological theories of racism. In P. A. Katz (Ed.), Towards the elimination of racism. New York: Pergamon.
- Cooper, W. H. (1981). Ubiquitous halo. Psychological Bulletin, 90, 218-244.
- Day, H. R. (1983). Race relations training in the U. S. military. In D. Landis & R. W. Brislin (Eds.), Handbook of intercultural training. Vol II: Issues in training methodology. Elmsford, NY: Pergamon Press.
- Fiman, B. G. (1978). An analysis of the training of Army personnel at the Defense Race Relations Institute. Army Research Institute Technical Report TR78-B14. Alexandria, VA: U. S. Army Institute for the Behavioral and Social Sciences.
- Gaertner, S. L. (1976). Nonreactive measures in racial attitude research: A focus on the "liberals." In P. A. Katz (Ed.) Towards the elimination of racism (pp. 183-211). New York: Pergamon.
- Hiett, R. L., & Nordlie, P. G. (1978). An analysis of unit race relations training program in the U. S. Army (ARI Technical Report TR78-99). Alexandria, VA: U. S. Army Institute for the Behavioral and Social Sciences.

- Hope, R. O. (1979). Racial strife in the U. S. Military: Toward the elimination of discrimination. New York: Praeger.
- Hunter, J. E., & Hunter, R. F. (1984). Validity and utility of alternative predictors of job performance. Psychological Bulletin, 96, 72-98.
- Kane, J. S., & Lawler, E. E. III. (1978). Methods of peer assessment. Psychological Bulletin, 85, 555-586.
- Kinder, D. R. (1986). The continuing American dilemma: White resistance to racial change forty years after Myrdal. Journal of Social Issues, 42, 151-157.
- Landis, D., Hope, R. O., & Day, H. R. (1984). Training for desegregation in the military. In N. Miller & M. B. Brewer (Eds.), Groups in contact: The psychology of desegregation (pp. 257-278). Orlando, FL: Academic Press.
- McConahay, J. B., & Hough, J. C. (1976). Symbolic racism. Journal of Social Issues, 32(2), 23-45.
- Rothbart, M., & Park, B. (1986). On the confirmability and disconfirmability of trait concepts. Journal of Personality and Social Psychology, 50, 131-142.
- Sears, D. O., & Allen, H. M. Jr. (1984). The trajectory of local desegregation controversies and whites' opposition to busing. In N. Miller & N. B. Brewer (Eds.), Groups in contact: The psychology of desegregation (pp. 123-151). Orlando, FL: Academic Press.
- Sniderman, P. M., & Tetlock, P. E. (1986). Symbolic racism: Problems of motive attribution in political analysis. Journal of Social Issues, 42, 129-150.
- Spielman, L. A., Pratto, F., & Bargh, J. A. (1988). Automatic affect: Are one's moods, attitudes, evaluations and emotions out of control? American Behavioral Scientist, 31, 296-311.
- Stephan, W. G. (1985). Intergroup relations. In G. Lindzey, & E. Aronson (Eds.), Handbook of social psychology (Volume 2, 3rd ed.) (pp. 599-658). New York: Random House.
- Warren, D. (1970). Suburban isolation and race tension: The Detroit case. Social Problems, 17, 324-340.



Weigel, R. H., & Howes, P. W. (1985). Conceptions of racial prejudice: Symbolic racism reconsidered. Journal of Social Issues, 41, 117-138.

Willhelm, S. (1971). Who needs the Negro? New York: Anchor.

### Author's Notes

I would like to thank the many staff members of the Defense Equal Opportunity Management Institute for their help in conducting the studies reported in this document: Lieutenant Colonel Mickey Dansby, for making this research and that of my other six colleagues in the Summer of 1988 possible; Colonel E. E. Wiggins for providing the atmosphere and resources necessary to establish the research effort; Majors John Barranti and Harold Felton, Lieutenant Colonels Yates and Belongie, Chiefs Edward Lyle and Robert Ashley, and Sergeants Harmon and Stegemeyer for the time they spent discussing various issues with me; Service Liaison Officers, Lieutenant Carol Strother and Major John Barranti, and Sergeant Clifton Lovejoy for their help in administering questionnaires; and Ms. Mary Anne O'Neill and Ms. Barbara Shea for their support services.

**Appendix A**  
**Sensitivity Rating Questionnaire**  
**Study 1**

### Sensitivity Rating

**Purpose:** As a first step in developing methods for measuring affective learning among students in the 16-week training program, I would like to get an idea of how trainers and other staff members see the "sensitivities" developed by Kinton. Specifically, I would like to know what you think the training goals should be for each of the sensitivities. I would like to divide the training goals into four types: (1) simple behaviors; (2) complex performance skills, (3) complex judgments or decision making, and (4) attitude or value change. These terms are defined below.

I would also like to know how important it is that students have or acquire the sensitivities by the time they leave DEOMI, if you feel that the sensitivities are currently being taught at DEOMI or should be, and the extent to which the sensitivities can be observed by trainers.

#### Definitions:

*Simple behaviors.* Behaviors that are easy to perform correctly given sufficient willingness or motivation.

Examples: Getting to work on time; mowing the lawn; wearing a uniform correctly.

*Complex performance skills.* These are behaviors that can be difficult and complicated to perform, particularly for people who lack the required skills. Deciding that the behavior should be performed may be easy, but the actual performance of it may be difficult.

Examples: Most sports; social skills; teaching; psychotherapy; surgery; many arts; eating with chopsticks.

*Complex judgment and decision skills.* Includes both knowledge and the way it is used to make decisions. May involve taking single or multiple sets of information into account, considering multiple points of view, and having a thorough understanding of the consequences of various actions in various situations. The emphasis here is not on the adequate performance of the behavior that results from the judgment, but rather on the adequate choice of the proper behavior to perform.

Examples: Buying a house; choosing a career; picking out a gift; working within a bureaucracy; making a medical or psychological diagnosis, "playing politics", interpreting the hidden agenda of a conversation, social sensitivity.

*Attitudes, values.* *Attitudes* are evaluations of things, including people, objects, or behaviors. *Values* are general, basic attitudes concerning ways of living. *Opinions* can be viewed as attitudes for this purpose.

Examples: Racial prejudice; believing in hard work as a good way to live; liking ice cream; love; hate.

**Instructions:** For each sensitivity, please answer each question using the response key in the box below. Some sensitivities may involve more than one type of learning or change.

Thank you for your help!

## Affective Change

**Response Key**

✓ = YES

0 = MAYBE/PROBABLY

✗ = NO

? = Cannot Say, Don't Know

Type(s) of Learning/Change								
Simple Behavior	Complex Beh. Skill	Complex Judgments	Attitudes, Values	Observable at DEOMI?	Important?	Should/do Train at DEOMI?		
							01 Sensitive to Role/function of EO Programs in the military/chain of command	
							02 Belief in/commitment to EO program	
							03 Belief in EO principles	
							05 Sensitive to balance of limitations and needs of program	
							07 Awareness that integrity of program must be maintained/monitored	
							08 Awareness of stereotypes of EO programs	
							09 Sensitive to role of budget in program success	
							11 Sensitive to need to maintain current data	
							21 Sensitive to mission of command/unit	
							22 Belief in military system/Chain of Command	
							25 Sensitive to military expectations/limitations	
							26 Sensitive to climate of command/unit	
							27 Sensitive to needs/preferences of commander	
							28 Sensitive to needs of unit personnel	
							29 Sensitive to commander's resistance to program	
							30 Sensitive to need for problem-solving at lowest level in chain of command	
							32 Sensitive to need to sell program	
							33 Belief in competency of other agencies	

## Affective Change

### Response Key

✓ = YES

0 = MAYBE/PROBABLY

X = NO

? = Cannot Say, Don't Know

### Type(s) of Learning/Change

Simple  
Behavior

Complex  
Beh. Skill

Complex  
Judgments

Attitudes,  
Values

Observable  
at DEOMI?

Important?

Should/do  
Train at  
DEOMI?

	Simple Behavior	Complex Beh. Skill	Complex Judgments	Attitudes, Values	Observable at DEOMI?	Important?	Should/do Train at DEOMI?	
35								Awareness of EO assignment as enhancement to military career
37								Awareness of military and civilian attitudes
44								Awareness of impact of EOA's rank on program reception/support
38								Sensitive to need for command/Commander support for program success
40								Sensitive to role of key people in program success
42								Impact of complaints on command/Cdr
43								Sensitive to commander's style/personality
46								Sensitive to cultural/off-base influences (CONUS/OCONUS)
47								Sensitive to cultural differences overseas
48								Sensitive to US-KATUSA relationships (Korea)
56								Patience
57								Supportiveness
58								Concern, caring
59								Avoidance of personal agenda/ownership
60								Healthy skepticism (balance bleeding heart vs. cynicism)
61								Openness, honesty
62								Sensitive to need for timeliness of actions
63/98								Walk what you talk; Consistency of behavior and belief
64								Ability to assign responsibility

# Response Key

✓ = YES

0 = MAYBE/PROBABLY

X = NO

? = Cannot Say, Don't Know

## Type(s) of Learning/Change

Simple  
Behavior

Complex  
Beh. Skill

Complex  
Judgments

Attitudes,  
Values

Observable  
at DEOMI?

Important?

Should/do  
Train at  
DEOMI?

	Simple Behavior	Complex Beh. Skill	Complex Judgments	Attitudes, Values	Observable at DEOMI?	Important?	Should/do Train at DEOMI?	
65								Adherence to regulation/ fact/ letter of the law
66								Sensitivity to others
67								Sensitive to cultural/ethnic/gender/age differences
68								Sensitive to needs of complainants
69								Sensitive to needs of families
70								Fair/neutral
71								Sensitive to remaining objective to both sides
72								Supportive of client as member of military
73								Sensitive to resistance of group members n classes
74								Awareness of client's past performance
75								Open-minded
76								Positive self-image, self-confidence
77								Positive first impression, appearance
78								Courage
79								Assertive leadership
80								Integrity
81								Diplomacy/tact
82/97								Enthusiasm/ positive attitude

# Affective Change

**Response Key**

✓ - YES

0 - MAYBE/PROBABLY

X - NO

? - Cannot Say, Don't Know

**Type(s) of Learning/Change**

Simple Behavior    Complex Beh. Skill    Complex Judgments    Attitudes, Values    Observable at DEOMI?    Important?    Should/do Train at DEOMI?

83									Empathy not sympathy
85									Flexibility
86									Common sense/maturity
87									Persuasion
88									Awareness of impact of actions/words
89									Willingness to grow/to take risks
90									Proactive vs. reactive
91									Creativity/innovativeness/versatility
92									Vision/awareness
94									Effective
95									Accurate/factual
96									Efficiency/persistency/reliability/follow-through
98									Consistency of behavior and belief
99									Sensitive to Importance of individual effort
101									Pride/quality control
102									Task-oriented
104									Accessible/approachable
105									Humility



### Other Affective Qualities

Are there additional affective qualities that you feel students should have prior to leaving DEOMI? By "affective quality" I mean anything that can characterize a student outside of the course content material that is currently tested by DE. These qualities can be similar to the sensitivities, or they can include other issues such as personality or values. If you can think of any, please write them in the boxes below and rate them as you rated the sensitivities.

	Type(s) of Learning/Change										
	Simple Behavior	Complex Beh. Skill	Complex Judgments	Attitudes, Values	Observable at DEOMI?	Important?	Should/do Train at DEOMI?				
a											
b											
c											
d											
e											
f											
g											
h											
i											

**Appendix B**

**Peer Rating Form**

**Study 2**

(Instructions for Form B are not repeated.)

### Group Rating Form

**Instructions:** This questionnaire concerns your thoughts about the other members of the small groups you were in prior to service-specific training. Please rate each member of your group, including yourself, on each of the qualities, characteristics, or types of behaviors listed. Some of these items are from the Interpersonal Skills Development evaluation form, whereas others have been developed by outside consultants. To reduce some of the time it will take to complete this questionnaire two forms of it are being distributed (A and B), each containing about half of the items.

Please use the following scale in making your ratings:

- 5 Definitely has this characteristic or quality, or almost always exhibits this behavior in appropriate situations
  - 4 Probably has this characteristic or quality, or frequently exhibits this behavior in appropriate situations
  - 3 Neutral
  - 2 Probably does not have this characteristic or quality, or usually does not exhibit this behavior in appropriate situations
  - 1 Definitely does not have this characteristic or quality, or almost never exhibits this behavior in appropriate situations
- ? Use a question mark if you have **absolutely no idea** whether or not this group member has the characteristic, or exhibits the behavior. Please use as few question marks as possible.

You should make a rating from this scale in each of the boxes below.

**This questionnaire is anonymous:** This questionnaire cannot be used to identify you in any way. In order to avoid interfering with the group processes fostered by the training program, we will not be able to give you feedback about your ratings by other members of your group, even after they have been averaged. To maintain anonymity, please seal this questionnaire in the attached envelope when you are finished.

**Who will get the ratings?** The ratings will be "sanitized" once I put them in the computer, and I will not allow anyone outside of the Summer Research Faculty have access to the original paper copies. The overall ratings of each member will not be revealed to other group members or to anyone outside the Summer Research Faculty.

**When you are finished:** Seal this questionnaire inside the attached envelope and return it to the designated person.

*Continued on next page...*

## Affective Change

Before you start, find your group from the following list and write the names of each group member into the vertical slots (see example). Rate each member in the column below his or her name.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Baggs	Alderman	Archer	Baker	Aquinoduval	Amoroso	Allen
Barney	Arnold	Blankenship	Burke	Chretien	Brown	Combs
Braswell	Davis	Brown	Cox	Cruz	Gillis	John
Brown	Dean	Dailey	Groh	Jenkins	Holman	Knudson
Eaton	Gorin	Dean	Hall	Jennings	Jones	Lingeman
Higdon	Icban	Johnson	Horsley	Karath	Jorge	Mabry
Laboy	Johnson	McKinney	Kornegay	Lambourne	Kerr	Pittman
Mack	Jones	Merritt	Marin	Lewis	Krightlinger	Thackrey
Moore	Karnes	Parton	Perkal	Mauldin	Marrero-Rodrigues	Towle
Morris	Morris	Prickett	Shaffer	Morrow	McGroarty	Trimble
North	Porter	Tapia	Sudnik	Mowry	Reid	Weatherspoon
Swearington	Radank	Webster	Troy	Pickens	Ringwood	Wright, C.
Swope	Reed	Youngblood	Villanueva	Redfield	Sellner	Wright, G.
Widener	Scott		Wilson	Williams	Smith	

### Example:

Kawalski	Wang	Rubinoff	Washington	Kim	Müller	Rothbart	Bouchet	Yamamoto	Diaz	Marchinsek	Pandey	Sukarno	Ali	
3	4	3	4	1	2	1	2	3	4	4	5	1	5	Drives carefully

Names in each slot

Numbers in each box

### Affective Change

Form: A

Write in names of members of your group:

[illegible]

## Affective Change

ISD 2E																	Displays effective communication skills in groups (empathic verbal expression, effective listening and questioning)
ISD 3B																	Exhibits non-discriminatory and anti-discriminatory behavior based on gender
ISD 3D																	Exhibits cross-cultural adaptability (Willingness to understand ideas, norms, attitudes and behaviors of members of other cultures. Conveys interest, warmth, patience...)



# Affective Change

ISD 3A																		Exhibits non-discriminatory and anti-discriminatory behavior based on race or ethnicity
ISD 3C																		Exhibits non-discriminatory and anti-discriminatory behavior based on religion



Appendix C  
Symbolic Racism Questionnaire  
Study 3

### Pre-DEOMI Values and Opinions

This one is *not* anonymous: For the purposes of our research, we need to be able to relate this information to other information collected by the Summer Research Faculty. This information will be held confidential, and "sanitized" before it leaves our office. Please be as honest as possible.

To ensure that no one else sees your answers, please seal this questionnaire in the attached envelope before returning it.

Your name \_\_\_\_\_

Your racial or ethnic group \_\_\_\_\_

#### *Part I: Values*

Instructions: On this questionnaire we would like to get an idea of how you viewed yourself and others *before you came to DEOMI*. In this particular questionnaire we aren't interested in learning about your current feelings.

We would like to know how you viewed:

1. Yourself, individually.
2. White American Military Personnel in general
3. Black American Military Personnel in general
4. How you thought another racial/ethnic group viewed your group. The way you answer this question depends on your own racial or ethnic identity:
  - If you are White: how do you think Black American Military Personnel view White American Military Personnel?
  - If you are Black: how do you think White American Military Personnel view Black American Military Personnel?
  - If you are neither Black nor White: how do you think White American Military Personnel view your particular ethnic group in the Military?

In all cases we are referring to people in the U.S. military (your Service), not the United States population as a whole.

Please use a 10-point scale, where 1=not at all /never and 10=completely /always for these characteristics or behaviors. Any number from 1 through 10 can be used.

## Affective Change

Place a number from 1 to 10 in each box indicating how you felt *before coming to DEOMI*.

1=not at all /never

10=completely /always

(use any number from 1 through 10)

	1	2	3	4	
Characteristic/Behavior	You, Personally	White American Military Personnel	Black American Military Personnel	How another Group Sees Your Group*	*see #4 above for explanation
Accommodating					
Ambitious					
Cooperative					
Courteous					
Dependable					
Energetic					
Enjoyable to talk with					
Flexible					
Insulting					
Intelligent					
Lazy					
Lets others in unit or group carry the load					
Loyal to unit or group					
Materialistic					
Meticulous					
Neat					
Open-minded					
Plans for the future					
Pleasant					
Polite					
Practical					
Racially prejudiced					
Sacrifices in the present for future gain					
Take orders willingly					
Uncompromising					

**Part II: Opinions**

**Instructions:** Finally, we would like to know what your feelings about certain affirmative action issues were *before you came to DEOMI*. This is a standard opinion rating scale. Please answer each question on the following scale:

- 5 Definitely agreed (before coming to DEOMI)
- 4 Somewhat agreed (before coming to DEOMI)
- 3 Neutral (before coming to DEOMI)
- 2 Somewhat disagreed (before coming to DEOMI)
- 1 Definitely disagreed (before coming to DEOMI)

1. \_\_\_\_\_ Equal opportunity in the military advances the careers of all groups, both whites and minorities.
2. \_\_\_\_\_ Looking objectively at behaviors, it seems that minority enlisted officers perform somewhat more poorly than white officers in some situations.
3. \_\_\_\_\_ As the military manpower level decreases, prestigious and desirable positions will have to be allocated to whites or minorities on the basis of some kind of quota.
4. \_\_\_\_\_ White and minority officers are competing for a limited number of positions, and as one group obtains better positions, the other does not.
5. \_\_\_\_\_ Affirmative action generally reduces opportunities for whites while enhancing opportunities for minorities.
6. \_\_\_\_\_ My position in the military could be affected positively by affirmative action policies.
7. \_\_\_\_\_ When honors or awards are given, the officers deciding the award tend to favor either minorities or whites, but rarely both groups.

Appendix D  
Group Structure Questionnaire  
Study 4

## Interpersonal Behavior Rating Form

**Instructions:** We would like to know how close you are to other members of your original small group so that we can analyze the "social dynamics" of each group. Please rate each member of your group, except for yourself, on each of the "interaction types" listed. Use the following scale in which "definitely," "probably," etc. refer to attitudes such as liking and "always," "often," etc. refer to behaviors such as talking.

- 5 Definitely true; almost always occurs
- 4 Probably true; often occurs
- 3 Neutral
- 2 Probably not true; occurs occasionally
- 1 Definitely not true; never occurs

**This one is *not* anonymous:** This questionnaire can't be done anonymously, for obvious reasons. However, as with the other questionnaires, only the Summer Research Faculty will see the results. Please be as honest as possible.

Your name \_\_\_\_\_

Before you start, find your group from the following list and write the names of each group member into the vertical slots (see example). Rate each member in the column below his or her name.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7
Baggs	Alderman	Archer	Baker	Aquinoduval	Amoroso	Allen
Barney	Arnold	Blankenship	Burke	Chretien	Brown	Combs
Braswell	Davis	Brown	Cox	Cruz	Gillis	John
Brown	Dean	Dailey	Groh	Jenkins	Holman	Knudson
Eaton	Gorin	Dean	Hall	Jennings	Jones	Lingeman
Higdon	Icban	Johnson	Horsley	Karath	Jorge	Mabry
Laboy	Johnson	McKinney	Kornegay	Lambourne	Kerr	Pittman
Mack	Jones	Merritt	Marin	Lewis	Krightlinger	Thackrey
Moore	Karnes	Parton	Perkal	Mauldin	Marrero-Rodrigues	Towle
Morris	Morris	Prickett	Shaffer	Morrow	McGroarty	Trimble
North	Porter	Tapia	Sudnik	Mowry	Reid	Weatherspoon
Swearington	Radank	Webster	Troy	Pickens	Ringwood	Wright, C.
Swope	Reed	Youngblood	Villanueva	Redfield	Sellner	Wright, G.
Widener	Scott		Wilson	Williams	Smith	

**Example:**

Kawalski	Wang	Rubinoff	Washington	Kim	Müller	Rothbart	Bouchét	Yamamoto	Diaz	Marchinsek	Pandey	Sukarno	Ali	
3	4	3	4	1	2	1	2	3	4	4	5	1	5	Drives carefully

*Names in each slot*

*Numbers in each box*

**Names of members of your group**

														I talked to this person when we were in small group
														I currently sit with this person during meals
														I currently interact with this person "after hours" or on weekends
														I like this person
														I feel I know this person well